DOCUMENT RESUME

ED 167 506 SP 013 743

TITLE	Building a Better You: Volume 2. A Guide for Health Education in Georgia Schools...Grade Seven Through Eleven.
INSTITUTION	Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
PUB DATE	74
NOTE	243p.; Parts may be marginally legible
EDRS PRICE	MF-$0.83 HC-$12.71 Plus Postage.
DESCRIPTORS	*Course Content; *Curriculum Development; Diseases; Drug Abuse; Environmental Influences; *Health Education; *Health Guides; Mental Health; Nutrition; Physical Education; *Program Development; Public Health; School Health Services; *Secondary Education

ABSTRACT

Developing a secondary level health education program is the main focus of this guide, and concepts and supporting data pertaining to some of the major health problems facing children and youth are presented as well. The guide is divided into three sections. The first section, "Policies and Procedures," is concerned with school health policies and services, interscholastic athletic programs, and conceptual learning in health education. The next section, "Course Content," outlines concepts, learning activities, and desirable outcomes for a series of relevant topics including alcohol, drug abuse, diseases, environmental health, nutrition, occupational health, first aid, social-emotional health, physiology and care of the human body, and consumer health. The final section, "Integration and Correlation of Concepts in a Sequential Unit," focuses on the development of a curriculum for health education. Position papers, bibliographies, health record forms, standards, filmographies, and other helpful information are included in appendices. (DS)

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building a better you

VOLUME 2

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A GUIDE FOR HEALTH EDUCATION IN GEORGIA SCHOOLS . . . GRADE SEVEN THROUGH GRADE TWELVE

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FOREWORD

The Georgia Department of Education has through the years recognized that the achievement of optimum health by each citizen is a major objective of education. In 1955 the department in cooperation with the State Department of Public Health developed the School Health Guide, a comprehensive bulletin concerning the total health program. Subsequent years have witnessed many advances in medical science and education. This period has been characterized, too, by much growth and interest in school health programs.

This guide is an attempt to achieve optimum scientific accuracy. It brings health information and suggested methods of teaching up to date.

The Georgia Department of Education believes that if students are to achieve for themselves, their families and their communities an optimal level of health, they must possess a certain level of knowledge about health. The department further believes that knowledge is not enough, and if good health is to be attained and preserved, students must integrate knowledge with behavior, i.e., develop desirable attitudes toward good health practices.

There are many unresolved health problems in our local communities, state, nation and throughout the world, and individual health problems differ sharply among communities because of different cultural backgrounds, social customs and religious beliefs as well as foods, clothing, recreation, school systems and public health services. Everyone is in a measure confronted by the same basic health questions. Finding ways of coping with water, air and noise pollution can enhance the quality of health for years to come. One must be in a position to make decisions regarding personal living which will contribute to and support efforts to control problems affecting large populations.

This publication contains concepts and supporting data pertaining to some of the major health problems facing children and youth today as well as those anticipated in the next decade.

We hope this bulletin will provide substantial assistance to teachers, supervisors and administrators who want additional help and support in the building of their own health education programs. This guide does not propose a model program. If health education is to be effective, it must be adapted to local needs and conditions.

Gratitude is due all who had a part in the development of this guide, but it is not possible to give full acknowledgment by name to every one of the generous people who contributed both time and skill in the preparation of this bulletin.

chapter 1

policies and procedures

THE HEALTH OF AMERICANS

Life expectancy in the United States has now reached an average of over 70 years. This is strong statistical evidence of the many advances that have been made in this country in the field of health. The outlook for the future has improved dramatically during the last few decades; there is a definite trend toward better health for people throughout the world. Research in the behavioral and social sciences relating to health has added much knowledge and aided medicine in improvement of the nation's health.

Improvement of rural sanitation, advances in psychiatry, control of radiation hazards, better community nutrition, better working conditions and the attention being given to the control of atmospheric, water and noise pollution, slums, accident prevention, improved hospital and institutional care, rehabilitation of the handicapped and disadvantaged, research in gerontology and geriatrics, and implementation of medicare are examples of progress in the field of health.

Further progress is evident through development of vaccines for rubella (German measles), new strains of influenza and RH disease. The National Center for Disease Control reports that 82 percent of the country's population has been immunized against diptheria, tetanus, whooping cough, polio and measles. Many hospitals have established coronary units for treatment and care of the increasing number of individuals afflicted with heart disease. The invention of the pacemaker and the use of plastics to repair heart valves and diseased blood vessels have saved many lives during the past decade. Administration of the new drug, L-dopa, offers the first significant hope for victims of Parkinson's Disease. The use of the computer as a means of diagnosing illness, the constant advances in the conquest of space, the search for a cure for cancer, and studies concerning brain damage resulting from food deprivation during infancy are just some of the many significant medical findings.

Recently an international panel of eminent medical specialists was asked what could be expected from medicine in the next decade. The experts foresaw the greatest progress in organ transplants, prevention of coronary and vascular diseases, effective drugs for both viral and bacterial infections and for many mental disorders and spectacular improvement in surgery and anesthetics. Cancer, aging arthritis and drug addiction were acknowledged to be among the more difficult problems. Influenza vaccine is available.
On the horizon are drugs which will aid the body in overcoming most viral diseases including the common cold.

Scientists have found that children are maturing faster. The differences in stature alone between an 11-year-old in 1968 and 1905 are remarkable. Modern young people are not only inches taller, they are more mature in other aspects as well. Height and weight tables are being examined and should result in a new set of standards.

The discovery of a synthetic growth hormone by scientists in early 1970 should aid researchers in discovering new factors which influence the growth patterns of children.

Leaders in the health sciences emphasize the fact that a totally healthy environment is beyond the control of any single individual. Individuals within the community must work together in achieving and maintaining a healthy community environment. Correct health information has to be made available to the public to insure cooperation in health matters. Medical scientists further emphasize that health maintenance can best be achieved through preventive medicine, health education and environmental management, in addition to treatment. Health achievements today are becoming more and more a reflection of social understanding and social effort, for medical problems cannot usually be separate from social problems.

SCHOOL HEALTH POLICIES

The School's Responsibility for the Health of the Student

The public schools should help children and youth gain the understandings and develop the attitudes necessary for following good health practices throughout their lives. Health of the individual affects everything he does, and, in turn, everything he does affects his health. Nationally, this responsibility was recorded when the Commission on the Reorganization of Secondary Education of the National Education Association put health as the first of the "Cardinal Principles of Education."

More recently, in 1963, recommendations from the National Education Association Project on Instruction included health teaching among priorities for the school and recognized it as a distinctive responsibility of the school. See Appendix A - A Unified Approach to Health Teaching.

There are many Georgia laws and standards dealing with health problems in the public schools. One of these dealing with the teaching of health is as follows.

> 39-1901. State Board of Education to Prescribe Course of Study in Health and Physical Education. The Georgia State Board of Education shall prescribe a course of study in health and physical education for all grades and grade levels in the public school system and shall establish standards for its administration. Said course may include instruction in alcohol, smoking and health and drug abuse education and may occupy periods totaling not less than thirty (30) minutes per day in kindergarten through grade eight or equivalent grade levels.

A manual setting out the details of such courses of study shall be prepared by or approved by the State Superintendent of Schools in cooperation with the State Board of Health and State Board of Education, and such expert advisors as they may choose."*

Furthermore, the Curriculum Framework for Georgia Schools states, "Although the home has the chief responsibility for the general health and well being of the child, the school has a distinctive role in the nutritional, physical and mental welfare of the child. . ."

Nutrition Education and School Food Services . . .

Every student needs to attend a school that provides sound nutrition in an inviting food service program. The nutrition program should provide the right kinds of food in appropriate amounts and combinations needed by the teenager during the school days. It should also provide the laboratory situation for nutrition education that teaches and motivates the student to know and practice good food habits. To fulfill the potential as a laboratory, the cafeteria atmosphere must be planned as a setting for teaching nutrition as part of eating meals at school. Here are some elements that help make the setting teachable.

- Delicious and well-prepared food in a congenial, relaxed attractive atmosphere.
- A meal schedule that is compatible with curriculum and student schedules.
- Table arrangement conducive to development of social graces and conversation.
- Waste disposal in an area as far from the eating area as possible with a screen to conceal view of garbage during lunch.

- Good ventilation; attractive environment.
- Appropriate music and art displays.

The actual meal period is only part of the learning experience provided by the school food service department. Students should be prepared to take full advantage of the learning opportunity. The student, the teacher and the principal should assume some of this responsibility.

STUDENT ROLE

- Learn the importance of sanitation in regard to food service.
- Wash hands before the meal. Time should be designated for this prior to the lunch period.
- Accept personal responsibility for making and keeping cafeteria clean and orderly.

TEACHER ROLE

- The teacher should recognize the nutritional needs of teenagers and encourage participation.
- The teacher should exhibit good personal food habits.
- The learning experience offered by lunch at school should be so planned as to avoid strain and tension during the time the student is eating.
- Student nutrition committees should be encouraged and supported by teachers.
- The teacher should take advantage of the school food service department as a laboratory and should work closely with the school food service manager in teaching students good food habits and using cafeteria as work station.

PRINCIPAL'S ROLE

- Should schedule mealtime to allow adequate time in the cafeteria and minimum time for standing in line.

- Implement system policy for free and reduced lunches.
- The principal, teacher and school food service staff should plan to involve students in school food service planning.

The State Board of Education Standard states, "The school system shall have a school food service program which is nutritionally adequate, educationally effective, and financially sound." The Georgia Department of Education administers the National School Lunch Act and the Child Nutrition Act. One of the objectives of the National School Lunch Act is to safeguard the health and well-being of the nation's children. To meet this objective, participating schools shall serve lunches that are nutritionally adequate and shall also coordinate the school's health education activities with the formulation of good eating habits in the lunchroom to the end that children will gain a full understanding of the relationship between proper eating and good health.[1]

Act No. 45 of the 1967 General Assembly authorized the State Board of Education to establish a program of instruction in the public schools to teach nutrition, hygiene, and etiquette using the facilities and resources of the school food service department.

Standards for nutritionally adequate meals have been established by the United States Department of Agriculture and are based on findings of the National Research Council.

Food served at school should contribute to the student's daily food needs. The American Medical Association,[2] American Dental Association,[3] the PTA,[4] the Association of School Business Officials,[5] and other professional organizations urge that only foods that contribute to desirable food habits be available on the campus. Foods at school may be completed meals such as breakfast or lunch, or supplemental foods for mid-morning or afternoon breaks such as milk, fruit or fruit juice. Within the framework described, the food offerings should be based on the needs of the community.

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[1] United States Department of Agriculture Regulations, 1970.

In the American Medical Association's "Basic Path to Fitness," nutrition is identified as the second path, following "good general health." Good nutrition is essential to sound mental, physical and emotional health. The school food service program should play an important part in healthful school living.

Posture, Lighting and School Furniture

Good posture is usually an expression of good health habits rather than a major factor in producing good health. Good posture is important for proper functioning of the body and contributes to good appearance. Proper alignment of the body parts promotes efficiency of movement and endurance. The person who has good posture and who moves gracefully projects poise, confidence and dignity.

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[2] Statement on "Confections and Carbonated Beverages in Schools," Journal of the American Medical Association.

[3] Resolution, Council on Dental Health, American Dental Association.

[4] Statement on sale of carbonated beverages, etc., National Congress of Parents and Teachers.

[5] Statement, School Business Affairs.

The teacher should try to motivate students to attain proper muscular balance and the development of good posture habits. She should know the reasons for practicing good posture and should be able to describe in simple terms the elements of good posture (standing, sitting, walking, etc.) She should set an example by practicing good posture, learn to recognize the common faulty postural tendencies, and recognize the fact that posture is flexible. While it is desirable to maintain a good position of the body most of the time, it is not harmful to assume relaxed positions at times.

Guides for the Teacher and Administrator

The teacher should observe how students sit, stand and walk, as their postural attitude may be indicative of other problems. Posture is related to many things including disease, malnutrition, chronic fatigue, hearing and eye defects, asthma and emotional experiences.

The teacher should know the relation of light and seating to posture and body mechanics. Standards for classroom lighting are being steadily revised both for artificial and natural light. The lighting must be soft, even, properly distributed and bright enough for eye comfort. Desk tops with glossy finishes should be avoided.*

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* Refer to first draft revision of "A Guide for Planning and Construction of School Facilities in Georgia," (3 chapters) April 18, 1968, Georgia Department of Education

The school system should provide school furniture which comes in a variety of sizes and designs, which is movable and adjustable. Desk-chair combinations should be adjusted to the student's body build. The seat must be low enough so that the student's feet can be placed flat on the floor and all pressures at the knees relieved. In classrooms having tablet armchairs, a few left-handed tablet armchairs should be provided.[*]

Teachers and administrators should arrange classroom activities so as to have only short periods of sitting as the chairs are hard and uncomfortable. Much thought and consideration should be given to the purchase of more comfortable regular seating, padded seating or contour fitted seating for the school.

Physical Examination

Physical examinations on entering school and periodic examinations or health appraisals are recommended for every student.[**] The school system may want to utilize the child health record included in the Appendix.

A system-wide policy should be established concerning required physical examinations. The policy statement should contain

- The feasibility and thoroughness of physical examinations.
- The frequency of re-examination.

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[*] Refer to Appendix E - School Furniture and Seating.

[**] See Appendixes C and D.

- Items and checks to be made in the examination.
- Method of examination.
- Recommended procedures for in school examinations and appraisals.
- Careful follow-up procedures if school health appraisals are to contribute to the health and education of children and youth. The findings of the health appraisals should be used for making adaptations in the school program, interpreting health status to pupils and parents, and for motivating and securing correction of remediable defects.

All school personnel should have periodic health examinations. The school system should seek and make use of assistance from local health departments and medical societies in formulating policy statements for the school system.

Record keeping should be shared by the teacher and all members of the school health services staff.

Physical Education, Intramural and Extramural Activities*

Physical education can make contributions to both the individual and the total school program. Some contributions include

- the development of the organic systems to their highest functional levels;
- the development of neuro-muscular skills;
- the development of interest in play and recreation;
- the development of positive behavior patterns.

The American school is a great resource for teaching foundation skills and knowledges in health and physical education and establishing the idea that personal fitness is important. While this effort centers in the schools, it must be strongly supported by other community agencies. School and community cooperation is basic to the success of any fitness program.

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*AAHPER, "Guidelines for Secondary School Physical Education," JOHPER (April, 1971). Refer to Appendix H.

Fitness characterizes the degree to which an organism is able to function. Fitness in its minimal stage is the proper functioning of the body organs to sustain life. At its optimal level, fitness is living a full and vigorous life. Its most extensive interpretation applies to the ability of the individual to meet living requirements. This ability requires good health, strength, stamina and skill in a variety of activities.

Fitness is very transitory, and its development should be continuous and satisfying from early infancy through maturity. The habit of adequate and regular exercise during the formative years is as important to good health as one's sleep, work and food. Each individual should learn to enjoy taking part in vigorous exercise appropriate to age, sex and general ability.

A letter should be sent to parents informing them of the physical education program activities and an example letter and physician's statement is included in Appendixes F and G.

The secondary school physical education program should include games, movement education, ball type activities, relays, inclement weather games, mimetics and rhythmic activities. A core of developmental and conditioning activities appropriate to each grade level should include calisthenics, self-testing activities, stunts and tumbling, pyramid building, apparatus activities, jogging, internal training, weight training, good body mechanics, outdoor education and lifetime sports.

Qualified leadership is essential to the implementation of an effective and comprehensive program of physical education.

Where space is available a school should have play areas marked with concentric circles and boundary lines painted at safe distance from walls and fences. Softball diamonds, courts of various kinds, track and field areas and obstacle courses are all a part of the facilities essential to good physical education programs.

Primary responsibility for safety lies with the teacher, but she should have the backing and concern of the administrator and maintenance staff. The importance of safety must first be recognized by the teacher who through proper instruction in skills, demonstrations and practice, should try to develop in students positive attitudes, concepts and behaviors about safety.

Playground areas and equipment should be inspected thoroughly and often for safety hazards.

When facilities and playground equipment are used before and after school, a responsible professional person should be present to supervise the activity. Refer to Appendix K (Trampoline).

Students should be encouraged to participate in quiet games that call for less energy immediately after lunch.

Adapted physical education should be provided for those students who, because of health reasons, are unable to participate in regular classes. A physician's recommendation in consultation with the teacher should be the basis for assignment to those classes and for determining the activities to be prescribed for each student (suggested forms for parents and physicians are included in the Appendix).

Smoking and Health

System-wide policies should be formulated concerning smoking and regulations should be a part of school board policy.

Proper consideration should be given to the Surgeon General's report on the hazards of cigarette smoking, and school systems should discourage and hopefully eliminate smoking. As many considerations underlie the policy statement of a school system, Appendix L may be of value in making policies.

Teachers and administrators should remember that example and practical illustration are one of the better techniques used in teaching, and one may find difficulty in teaching the hazards of cigarette smoking while exhibiting no regard for this hazard.

If the system or school policy must include some provisions for allowing smoking by students, then the use of parental permission statements would be an adequate system for making this allowance.

The School Health Committee and the Health Council

Every school should sponsor a school health committee made up of students, teachers, nurses, administrators and maintenance staff. This group cannot only resolve the problems involving individual needs of students but can contribute to the overall health needs of the school.

An effective school health program depends on community understanding and support. No school system can implement a sound health program alone. In the broad field of health, the need constantly arises for assistance, up-to-date information and guidance from experts. The school administrator can coordinate the health activities of his staff with community health efforts by organizing the community-wide health council.

The community-wide health council, which is usually a committee of the PTA, provides an opportunity to bring together representatives of parents, teachers, school administrators, the health department, the medical and dental professions and volunteer health and social agencies It provides a means for developing community understanding of school health procedures and for devising effective measures for improving the health of all students. However, the council only serves in an advisory capacity to the school staff and school administrators, its function being to suggest policies rather than to make them.

Emergency Care and First Aid

Emergency care of students who become sick or injured at school or at school-sponsored functions is the responsibility of school person and an important part of school health services. It is the function of the school administrator to accept certain responsibilities, to develop definite written procedures and make them known to school personnel, to have needed first aid supplies and facilities and to keep a record and make a report of all accidents. Aspirin should not be included in the available first aid supplies and should not be given to students unless prescribed by a physician.

As a minimum standard, each school should have at least two persons well trained in first aid who are readily available*

- To give immediate care in time of emergencies.
- To obtain help from medical or nursing personnel.
- To inform parents of the injury or illness. (Information such as names, addresses, phone numbers and name of family physician should be a part of the student's health record.) Refer to Appendix K for Accident Report Forms.)
- To provide proper transportation if the student is to be moved or sent from school.
- To provide proper first aid supplies in quantity. (Refer to Appendix L for list of First Aid Supplies.)

Teachers should understand the legal aspects of the school safety program in order to protect themselves from possible suit. If anything beyond first aid is provided there is always the possibility of liability First aid should be limited to approved Red Cross procedures. (Refer to American Red Cross First Aid Handbook.)

Each school building should be equipped as adequately as possible to give emergency care for injury or illness occurring at school. There should be an especially designated place, preferably a separate room or rooms, under the supervision of qualified persons.

Refer to the following Georgia Department of Education and Human Resources bulletin.

- Curriculum Framework for Georgia Schools, pp. 24-25.

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*School systems should utilize the services of Emergency Health Services of the Georgia Department of Human Resources. See Appendix Z.

- Sanitation and Safety

- In Time of Emergency - A Handbook on Nuclear Attack . . . Natural Disaster (Civil Defense Bulletin)

- Emergency Health Service, Bulletins and Manuals, See Appendix Z.

Family Living, Personal Growth and Human Sexuality

Human sexuality, which involves one's growth and development as well as the complex drives associated with love and marriage, is the basis for many facets of behavior.

The study of human sexuality is a comprehensive and extensive study which should begin in the home and be supplemented by the church and the schools from elementary through senior high school.

The Georgia Department of Education feels, that in the event the school becomes a medium of instruction, the decision should be based entirely upon local determination of need and support for instruction in this area. Furthermore, each school's program should be adapted to the capacity, interests and training of its faculty. Program length and depth should be determined by the available resources in the community.

School officials should make every effort to inform and involve parents and all interested community people in advance of proposed programs of human sexuality.

The study of human sexuality should not be an isolated or fragmented facet of education, but integrated into any appropriate area of the total school program where it can be taught by an adequately prepared faculty member. Emphases should be carefully planned and written into the respective courses of study.

As a general rule, human sexuality instruction should be in mixed classes and the materials and methods of instruction adapted to the situation. Outside specialists should be utilized extensively. When a topic needs special emphasis for a single gender, it is generally more accepted to meet male and female students separately. This policy is recommended for junior and senior high students and can extend downward to grade five in certain specialized instruction.

The evaluation of program and faculty should be on a continuing basis and the effectiveness of programs should be periodically appraised by local school administrators. Parents should be constantly informed of the content and process in the various classes.

Immunizations

The Georgia Department of Human Resources document entitled, "Rules and Regulations for Immunizations of Children as a Prerequisite to Admission to School," should be the basis for making local policies concerning immunizations before entering school. Laws dealing with immunizations and example forms are included as Appendices M, N, O.

Permission blanks should be utilized in all cases and complete records of the immunizations should be kept. Reports to and from the individual's private physician would be desirable.

THE INTERSCHOLASTIC ATHLETIC PROGRAM

A well-directed interscholastic athletic program is an integral part of education and should be available to students who are interested and sufficiently skilled. This area of physical education allows students to compete on varsity teams in organized leagues and conferences and on a regularly scheduled basis.

Administration and Organization

Interscholastic athletic programs should be provided for and financed by local boards of education, and administered by school officials. The programs should apply mostly to students in grades nine through 12. Junior high school athletics should be governed by the "Standards for Junior High School Athletics."

Guidelines

The regulations of the National Federation of High School Athletic Associations should be followed in administering male athletic programs, and the D. G. W. S. standards (AAHPER), should be followed in conducting female programs. In addition, the Georgia Department of Education should be represented on all state high school athletic associations.

The health and welfare of students are always the first considerations in planning an interscholastic athletic program. To insure this the following conditions should be met.

- Policies should be based on the best medical knowledge available. A medical examination should be given before the sports season begins, and the students should have adequate medical supervision during all events and practices. In addition, a re-examination should be required after any injury or illness before the student returns to competition.

- Students should not be allowed to engage in any contest or activity which will overtax their physical ability. Competition should be between teams of comparable ability using standardized classifications and eligibility requirements.

- The best obtainable protective equipment should be required for every participant.

- Playing seasons should be of reasonable duration with no post-season or all-star contests.

- Contests should be confined to small geographic areas, with no interstate competition except between schools located near a common border.

- Practice periods should be reasonable in length and geared to the physical conditions of the participants.

- Awards should be simple and of little monetary value.

- Coaches must be certificated teachers and well-prepared for assuming coaching responsibilities.

- As a rule, interscholastic boxing is not permitted.

- Games and contests should be officiated by qualified and licensed personnel.

See Appendix R, Standards Governing Interscholastic Activities.

The Society of State Directors of Health, Physical Education and Recreation, "A Statement of Basic Beliefs." (1968).

American Association for Health, Physical Education and Recreation, "Standards for Junior High School Athletics." Washington, D. C., 1963.

American Association for Health, Physical Education and Recreation, Division of Girls' and Women's Sports, "Standards," Washington, D. C., 1961.

Statements and publications of the Committee on the Medical Aspects of Sports, American Medical Association, Chicago, Illinois.

DEFINITIONS

Health may be defined as that complete fitness of body, soundness of mind, and wholesomeness of emotions which make possible the highest quality of effective living.

The World Health Organization defines health as "a state of complete physical, mental and social well-being, not merely the absence of disease or infirmity."

Health education of the individual is the sum total of all his experiences which contribute to the development of desirable habits, attitudes and knowledge related to individual, family and community health. (Refer to the Appendix for definition of other health terms.)

SCOPE OF HEALTH EDUCATION

The major situations in which learning experiences in health take place are healthful school living, school health services, health instruction and school, home and community relations.

> Healthful school living is the provision of a safe and healthful environment, the organization of a healthful school day,* and the establishment of healthful interpersonal relationships.
>
> In school health services are found such established procedures as appraisal of the health status of students and personnel; counseling of students, parents and others concerning health problems; encouragement in the correction of remedial defects; assistance in identification and education of handicapped children; prevention and control of communicable disease; and provision of emergency services for injury or sudden illness.

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* Refer to Curriculum Framework for Georgia Schools issued by State Board of Education.

(Refer to section on School Health Services.)

Health instruction is the teaching of health or hygiene as a separate subject or through correlation or integration. Basic curricular requirements for health education for kindergarten, elementary and secondary schools have been set by the State of Georgia.

School, home and community relationships include various parent contacts with the school; cooperative relationships between school health education and adult health education in the community; student participation in sports, health clubs or other health related activities outside the school; and the development of cooperative school and community organizations, such as school health councils.*

The many health concepts explored in the curriculum content, contained in this health education guide, have in a measure been built around the above four major situations.

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* Refer to Curriculum Framework for Georgia Schools issued by State Board of Education.

HEALTH EDUCATION THROUGH SCHOOL HEALTH SERVICES

A good health service program is one that will really help the child achieve good health. It utilizes teacher observation, nurse consultation and all resources of the school, home and community. The child needs not only to have educational experiences that will be meaningful to his health education but to understand why these things make differences in his health and growth.

The School Health Services Program should have these major purposes.

- To stress the development of good attitudes and habits as well as the acquisition of knowledge and understanding.
- To identify and record health needs and interest of children, adolescents and adults in relation to their physical and social environment.
- To be integrated with other phases of the school and community health programs-environmental health, health services, physical education and recreation.
- To demonstrate scientific knowledge and develop critical thinking which will result in intelligent self-direction.

Accurate records must be kept on the various aspects of the child's health. The resources of the local health departments and other official and voluntary agencies should be a part of the total school health program.

Health Services include

- cumulative records,
- physical examinations, ideally four times during a child's school experience, including vision and hearing

tests,

- dental examinations every six months,
- continuous teacher observation for detection of physical, emotional and social defects,
- provisions made to keep parents informed concerning the effective use of available services,
- control of communicable diseases by immunization, education and other preventative measures.*

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* Curriculum Framework for Georgia Schools, Georgia Department of Education.

EVALUATING THE SCHOOL HEALTH PROGRAM

Is your school health program effective? Is it improving? Is it producing desirable results? Does it have any weaknesses which need immediate attention? To get the answers to these and similar questions, it is necessary to evaluate the program periodically and scientifically.

Evaluation is the process of determining if a program has succeeded in achieving its objectives. Continuous appraisal will reveal whether progress is being made. Since the objectives of the school health program are very broad in scope, many techniques and devices need to be employed to measure accurately the effectiveness of health education in your school. Some of these methods are described briefly in this chapter.

Purposes of Evaluation

- To measure the extent to which students' health behavior, knowledge and attitude are improving.
- To reveal the strength and weaknesses in the existing school health program.
- To assist the teacher in making critical analysis of the content, teaching methods and use of instructional materials used in the class.
- To provide a basis for curriculum revision and development.
- To provide data which will help "sell" the school health program to the school administration and to the community.

Underlying Principles of Evaluation

- Evaluation in health education should be focused primarily upon the growth and development of students in the school.
- Evaluation should be a continuous process.
- Evaluation should involve as many of the school staff as possible and at times outside consultants. This results in greater acceptance of the evaluation when completed.
- The evaluative devices and procedures used should be appropriate to the age of the students and for the outcomes anticipated.

Evaluative Methods and Instruments

Several methods can be employed to evaluate the school health program. Much evaluation should take place in the classroom by the teacher to determine to what extent experiences of the class are favorably influencing the students' health behavior. This should be more or less a continuous process.

Periodically, extensive evaluation should be made of the school health program. This can be done in a variety of ways--by a committee within the school, by outside consultants and by a combination of local and state consultants.

Below is a list of instruments most frequently used for evaluation purposes. Some will be used almost exclusively by the teacher, a few only by a committee and some by both the teacher and the committee.

1. Study of health examinations and growth records.
2. Teacher observations of students' behavior, safety practices, attitudes and appearance.
3. Oral and written tests.
4. Interviews with students, parents and others.
5. Study of absenteeism and accident rates at school.

6. Study of reports of sanitarian of the school.

7. Analysis of the conversation, writings and art work of students.

8. Study of instructional materials and health facilities.

9. Analysis of the volume of lunchroom sales.

10. Questionnaires and surveys.

11. A prepared checklist - This device is the most commonly used instrument for making an extensive evaluation of the school health program. See Appendix F for an example. Others can be found in most of the listed references.

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Latchaw-Brown, The Evaluation Process in Health Education, Physical Education and Recreation, Prentice-Hall, Englewood Cliffs, New Jersey, 1962.

National Study of Secondary School Evaluation, Evaluative Criteria, National Education Association, Washington 6, D. C., 1960.

Texas Education Agency, A Checklist, Appraising the Elementary and Secondary Health Programs, The Agency, Austin, Texas, 1951.

CONCEPTUAL LEARNING IN HEALTH EDUCATION

The School Health Education Study, supported by research evidence from other sources and by the observations of prominent authorities, has sharply illuminated a major weakness in our educational system that calls for positive action. In a majority of our public schools today, health instruction is virtually non-existent or totally inadequate to serve the compelling needs of a rapidly expanding, increasingly complex society.*

To meet this situation school administrators, teachers and those involved in teacher education can help solve these problems by providing a planned curriculum including formal courses in health education taught by qualified teachers.

Health education, like many other academic fields, has turned to the concept oriented approach in curriculum planning and development. A concept refers to an idea, a stable impression, a meaning or a thought held by an individual. Concepts provide a needed framework of knowledge and for thinking, both necessary aspects for all education. These concepts are arranged in a kind of hierarchy to reflect the wholeness of health education.

This structure of knowledge in health education tends toward some permanence in the curriculum and allows for the accumulation and introduction of new knowledge within the framework of new ideas. Curriculum content must be reordered from time to time.

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*School Health Education Study, Samuel Bronfman Foundation, 1201 16th Street, N. W., Washington, D. C. 20036.

To learn and grasp the structure of a subject is understanding it in a way that permits many other things to be related to it meaningfully. It is generally held that no scheme of curriculum organization can replace learning from good teaching, and that curriculum organization does not always improve the act of teaching, but can create the opportunity for both inspired teaching and meaningful student learning.

The next section, devoted to content, lists concepts in each of the nine learning blocks found in this guide for the seventh through the twelfth grade.

chapter 2
course content

alcohol,
tobacco,
drug use & abuse

grade seven through grade nine

LEARNING BLOCK ONE

ALCOHOL, TOBACCO AND DRUG USE AND ABUSE

7-8-9

Part of growing up consists of acquiring the information needed to help you make important decisions. From the health standpoint, some **important** decisions will concern the use of alcohol, tobacco and drugs.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
One of the greatest hazards in starting to use alcoholic drinks is that it is difficult to know in advance who will be able to be a moderate drinker and who will become an alcoholic.	Show film (1234) "Alcohol is Dynamite." - 9 min. Invite a juvenile judge to discuss the problems relative to the use of alcohol by teenagers. Discuss the statistical chance of becoming an alcoholic.	The teenager accumulates a body of accurate information and forms sound attitudes about alcohol problems. He can then make his own decisions about use or nonuse of alcohol.
Alcohol is contained in many beverages such as wines, beer and whiskey. Some alcoholic beverages contain more alcohol than others.	Administer a written test on facts about alcohol. Assign a student to research and report the multiple uses of alcohol in commercial products. Assign a student to make a large poster showing the different types of beverages containing alcohol and the approximate alcohol content of each.	The student learns that **alcohol** is used for many things in addition to beverage alcohol.
Alcohol depresses the central nervous system. It impairs functioning of higher brain centers that affect decisions and judgment. Memory control of the lower brain centers is disturbed and reactions	Discuss how alcoholic beverages cause changes in behavior and personality. Discuss what the body does to alcohol and what alcohol does to the body. Invite high school coach to discuss why athletes shouldn't	The student learns that alcohol is useless and potentially detrimental to his health and well-being. He cannot afford to handicap himself in his studies, his growth, his athletics or health and safety.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
to physical and emotional pain and other stimuli are disturbed.	consume alcoholic beverages. Assign paper to student to research the per cent of alcohol in the blood which causes various degrees of intoxication. Show film (4618) "Alcohol and the Human Body" - 15 min.	
The use of alcohol is the concern of society as well as the individual.	Assign a paper to research the number of persons in the United States who drink to some extent. How many people drink enough to be called alcoholics? Discuss why alcoholism is a public health problem and why alcoholics need medical treatment. Assign paper and have student report to class why alcoholism is a frequent cause of unhappy homes. Have a student write to the FBI, Washington, D. C., for information relative to the role of alcoholic beverages in crime in the U.S. Write National Safety Council for information about alcohol beverage use and accidents. Review laws governing alcohol control in the State of Georgia.	The student should understand the social problems that follow the excessive use of alcohol. These may include crimes of violence, neglect of family obligations, poverty, dependency, invalidism and insanity.
Americans spent $10 billion on tobacco in 1973.	Discuss how tobacco benefits the economy of our country. Assign a group of students to survey adult smokers and determine the cost of smoking. Chart these costs by day, week, month, year and a lifetime. Compare on a chalkboard the cost of smoking and the cost of other desirable items listed by	The student should be aware that a family of four, who all smoke, may have an annual cost of $500 or more.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	the class.	
The different types of tobacco used by smokers are burley, bright leaf and turkish tobaccos.	Discuss types of tobacco, where they come from and the general nicotine content of each. List on a blackboard and discuss different ways people use tobacco. Assign a student to research the general chemical makeup of tobacco smoke and report to class. Assign topic, "A Brief History of Tobacco and Smoking."	The student should understand the general sources and uses of tobacco.
The cigarette is a deadly firebug.	Discuss how smoking is associated with accidental deaths from fires in the home. Discuss "Cigarettes and prevention of forest fires." Review cartoons of Smokey, the Bear.	The student should understand that smoking in bed is a common practice and can cause loss of life and property.
According to the 1964 Report of the United States Surgeon General, cigarette smoking definitely is a causal factor in cancer of the lung.	Chart lung cancer probability of smokers versus non smokers. Review "Tobacco and Lung Cancer" - Readers Digest, June, 1962. Send for pamphlets of the American Cancer Society. Review the Surgeon Generals Report on Smoking and Health (lung cancer). Show film (5589), "Smoking: Its Your Choice," - 15 min.	The student should understand that the chance of cancer increases according to the amount smoked per day and the number of years of smoking.
Statistical evidence shows a close connection between cigarettes and heart disease, bronchitis and pulmonary emphysema.	Ask for volunteers to contact local or state offices of the American Cancer Society, The Heart Association and the Tuberculosis and Health Association for information about the effects of smoking and health. Discuss effects of smoking on the body including influences on	The student should know that the United States Government now requires a definite health warning to be printed on each pack of cigarettes.

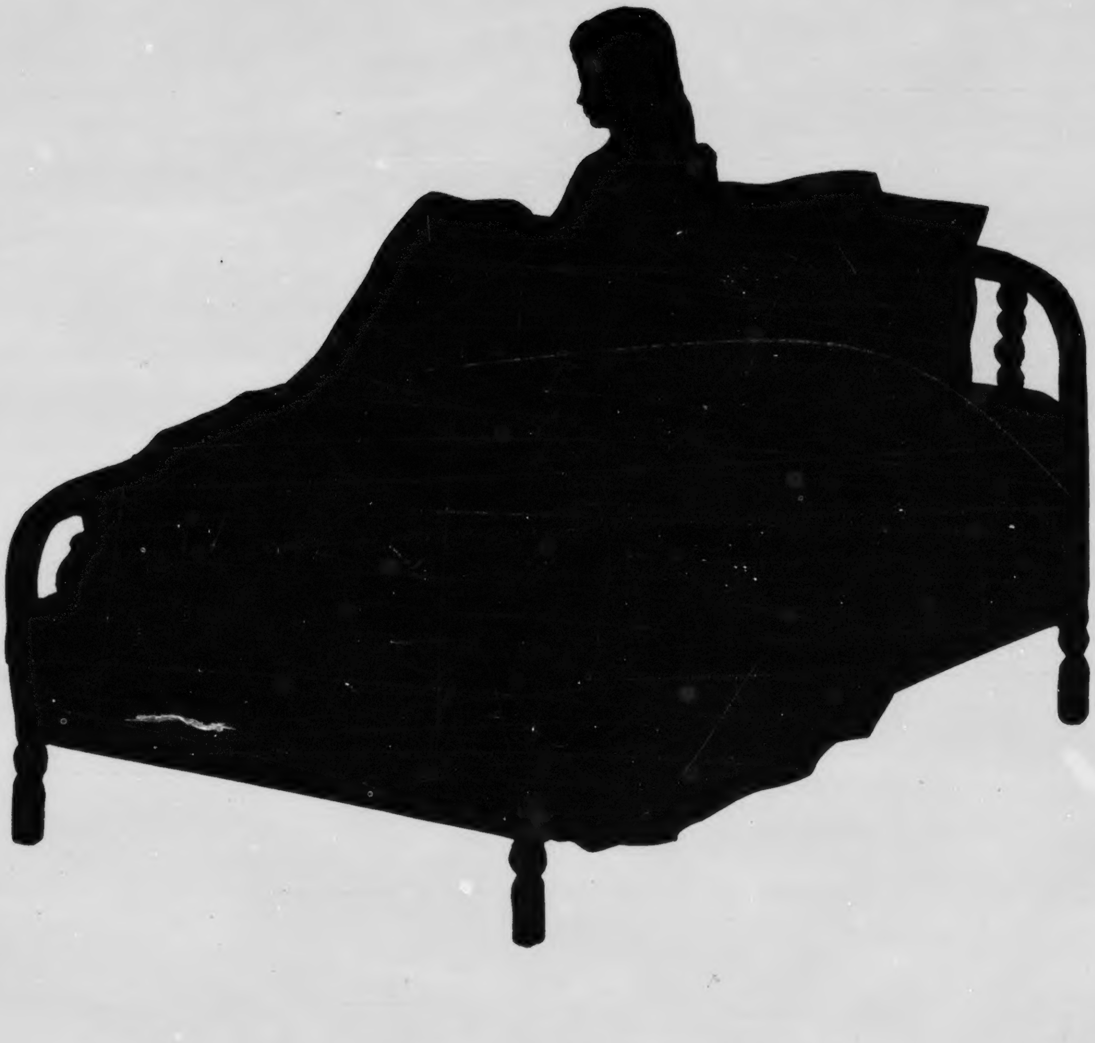
CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	the circulatory, respiratory, digestive, excretory and nervous systems. Debate "To smoke or not to smoke, your choice."	
Coaches of athletic teams frown on smoking and the use of tobacco in any form by athletes.	Show film (4969), "Tobacco and the Human Body." - 17 min. Invite a physician or leading health authority to discuss the latest medical and health information relative to the use of tobacco. Discuss and outline effects of smoking on "Athletic performance" and "Endurance--resistance to fatigue." Discuss how smoking reduces coordination and timing.	The student should understand the negative effects of tobacco on athletic and sports achievement and recognize some of the physiological effects of tobacco smoke on the body.
Research into scholastic records reveals a larger per cent of non-smokers on high academic honor rolls than smokers.	Assign student to report on studies of scholastic achievement and smoking.	The student should be aware of the general correlation between smoking and less favorable scholastic achievement.
There is a much higher percentage of mouth and lip cancers among smokers than among non-smokers.	Explain why cigar and pipe smoking is generally less harmful than cigarette smoking. Discuss the relationship of smoking pipes to development of lip cancer. Assign student topic, "Oral Cancer" based on Surgeon General's Report on Smoking and Health.	The student should recognize the increased incidence of mouth and lip cancer among users of tobacco.
Tobacco advertising is being gradually curtailed due to false and misleading advertising by tobacco companies.	Assign students to research cigarette advertising on billboards, magazines and newspaper ads. Have class evaluate this advertising. Describe some of the anti-cigarette advertising on TV. Discuss the topic, "Advertising is a prime factor in the widespread of tobacco today."	The student should be aware that much cigarette advertising is designed to attract the interest of youth.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
The past 25 years have seen the development and use of many new drugs.	Discuss the decrease in incidence of disease and the development of new drugs such as antibiotics, sulfa drugs, diuretics, tranquilizers and antihistamines.	The student should know the values of modern drugs, their significance to mankind, and the care we must exert in using them.
Drugs have played an important part in the spectacular reduction of mortality in recent years.	Study various uses of drugs as headache remedies, painkillers, sleeping pills, pep pills, diet aids, laxatives, reality modifiers.	The student should know that one of man's outstanding accomplishments has been the discovery or development of many and varied drugs that help him to control disease, relieve pain and make life better.
Drugs have many effects on people, including some undesirable side effects.	Study literature and transparencies available from the Food and Drug Administration concerning drugs and their effects. Discuss the work of the FDA in protecting the public against harmful drugs. Discuss prescription drugs as to kinds and legal restrictions. Discuss non-prescription drugs (those sold over the counter), their labeling and the importance of following directions. Discuss television as a means of promoting "over the counter" drug sales.	The student should know where to find scientifically accurate information on the nature and effects of drugs.
Illegal or excessive use of drugs is called drug abuse. Drug abuse is a manifestation of personal inadequacy to deal with various facets of life.	Analyze the reasons that people take drugs. Discuss the importance of being well-adjusted and not having to use "crutches" to face and solve everyday problems.	The student should know the attributes and characteristics of well-adjusted people. He realizes that knowledge about drugs must be reinforced by the challenges without recourse to drugs. He knows that the best deterrent to drug abuse is the individual's

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
		value system and his assessment of the consequences associated with drug involvement.
The illegal use of drugs is of great concern.	Discuss drug dependence. Relate the expense of drug dependency to crime. Secure from local juvenile authorities information and statistics on drug abuse among juveniles and discuss the local situation.	The student should be aware that many young people are experimenting with and using drugs and chemicals. He also should know that the problem of drug abuse exists in one form or another at all income levels, in cities and in the suburbs.
The drugs abused fall into several categories.	Define stimulants and discuss the effects of pep pill, bennies and speed. Define depressants and discuss the effects of barbituates and other narcotics. Show films illustrating the effects of the abuse of stimulants and depressants. Show films on marijuana and LSD and discuss.	The student should know the legal controls and consequences associated with use and abuse of drugs as well as the effects of drugs on the body and the nervous system.
One of the serious consequences of drug use and abuse is drug dependency.	Distinquish between psychological and physical dependence. Analyze the drugs studied in terms of the dependency effects. Consider the effects of psychological dependence on drugs on the individual and his goals in life. Develop a role playing situation in which students make decisions concerning drug abuse in terms of what they have learned.	The student should understand that we lack much of the medical and psychiatric knowledge needed to deal with drug dependency.
The individual has various responsibilities in relation to drug abuse.	Discuss the statement that the only safe way to consider drugs is not even to try them once. Discuss such responsibilities of the individual	The student should have learned that pills are not the best answer to man's problems. For ages people have searched for artificial

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	as to learning the truth about drugs, resisting efforts to experiment, helping others to know the dangers, reporting evidence of drugs to parents or authorities and knowing the laws that protect people from drug abuses.	means to improve their condition and drugs have played an important role in this quest.

diseases



grade seven through grade nine

LEARNING BLOCK TWO

DISEASES

7-8-9

Chronic and degenerative diseases and disorders and their effects on man have implications for the individual, family and community. The student should understand chronic and degenerative health conditions, their prevelance and influence on mental, physical and social health. He should also learn that chronic and degenerative illnesses can be controlled or eliminated through preventive techniques.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Many scientists have played important roles in discoveries relating to disease control.	Develop written reports on scientists who pioneered in the discovery, prevention and control of various diseases. Request pamphlets from Metropolitan Life Insurance Company on "Health Heroes." Show film (1775), "Infectious Diseases and Man-Made Defenses" - 11 min.	The student should know the historical aspect of disease prevention and control.
Regular medical care and immunizations prevent the occurrence and spread of infections.	Discuss the need for taking advantage of medical progress through immunizations and regular medical care. Discuss "The symptoms which generally indicate an infection in the body." Show film: "Body Defenses Against Disease." Show film (379), "Immunization." (Second edition) - 10 min.	The student should realize that the spread of communicable diseases can be reduced if sick people stay away from others. He should also know that many diseases can be prevented by immunization.
Some chronic diseases may be either communicable or non-communicable.	Assign papers to be written on tuberculosis, syphilis, gonorrhea and rheumatic fever. Show film (197),	The student should understand the causes, effects, and control measures for the

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	"Tuberculosis." (third edition) - 10 min.	chronic communicable diseases, tuberculosis, syphilis, gonorrhea and rheumatic fever.
The history of syphilis dates back many centuries, perhaps to mankind's beginning.	Assign a report to a student on how syphilis, from early times, was spread throughout the world. Discuss early medicines and modern drugs used in the treatment of venereal diseases. Have students clip articles from newspapers and magazines and report findings. Discuss where one can get help if one of the diseases is contacted. Discuss quackery and self-medication and their effects upon proper medical treatment of venereal diseases. Show film: "A Quarter Million Teenagers." Show teacher resource film (5537), "Kathy." - 19 min.	The student should understand that throughout history the spirochete has infected people in all walks of life, regardless of age and social position.
There are some specific infections which may be encountered by junior high school students.	Assign each student an oral and written report on a specific infection which may be a problem among junior high school students. Show film (1193), "Sniffles and Sneezes." - 10 min. Show film (1.861), "Rheumatic Heart Disease" - 8 min. Show film (Mis 304), "Stop Rheumatic Fever" - 13 min. Show film (4-100), "The Epidemiology of Influenza." - 13 min. Discuss ways of preventing and treating colds.	The student should recognize some of the infections which seem to be more common than others during the junior high school years.
Diabetes is caused by a failure of cells to produce insulin.	Discuss the function of insulin in the body. Assign a student to report on a biographical sketch	The student should know of the scientific advances and the discovery of insulin in

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	of Drs. Bauting and Best on the discovery of insulin. Show film (M-1523X), "Understanding Diabetes" - 35 min. Show film (Am-1364), "Finding the Hidden Diabetic" - 39 min.	the treatment of diabetes.
Cell division is a planned biological process, but cancer is a disorderly growth of cells which invade healthy tissue.	Have students visit local cancer society and secure pamphlets, exhibits and charts for display purposes. Discuss how cigarette smoking causes lung cancer. Show film (688), "Cancer." - 12 min. Show film (7357), "Cancer by the Carton" - 30 min.	The student should know "cancer's seven warning signals." He should realize that a developing cancer may be cured through surgery, chemicals or x-rays if discovered in time.
Acne is a common skin condition that afflicts most people, to a varying degree and for a varying period during the teen years.	Discuss the way of acne. Discuss cleansing and acne and diet and other measures in the prevention and treatment of acne. Review the structure of the skin. Assign paper and report to class on the relationship between the use of cosmetics and the causes of acne.	The student should know that something can be done about acne.
Heart diseases, failures and attacks are best prevented by keeping the weight normal, avoiding too much fat in the diet, taking plenty of time to get well after an illness and having good and prompt medical care when ill.	Show film (1195), "The Heart: How it Works" - 11 min. Discuss obesity and effect on the heart. Visit local heart association and secure pamphlets on the heart and heart disease. Discuss effects of smoking on the heart.	The student should understand that the normal heart cannot be injured by hard work or strenuous exercise. Even the ill or damaged heart may be helped to recover by carefully controlled exercise under a doctor's direction.
Students must assume responsibility for prevention and control of disease within themselves and others.	Have a physician or school nurse give a talk on the importance of a routine health examination. Develop a bulletin board. On one side place diseases for which we have known	The student should realize the importance of routine health examinations and early diagnosis of such disease, cancer and diabetes.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	preventive measures. On the other side, place some of the diseases that still are prevalent and unsolved. List and discuss some of the instruments a doctor uses in giving a routine health examination.	

environmental, community & national health & resources

grade seven through grade nine

LEARNING BLOCK THREE

ENVIRONMENTAL, COMMUNITY AND NATIONAL HEALTH AND RESOURCES

7-8-9

The student should know how hazards arising from man's reaction with his environment affect his health and behavior, and that the nature of man's environment and his relation to it determine the quality of life in any setting.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Your habits and attitudes are determined in a measure by the way you have reacted to your environment.	Discuss some of the environmental factors which affect health. Discuss environment or other surroundings in relation to your personality development. Ask students to identify and describe conditions and practices in the environment that affect growth and development.	The student should know that heredity determines the potential of one's intelligence; environment, surroundings or living conditions affect the extent to which that potential is developed.
Water purification, sewage treatment, air purification, noise abatement, safe food and drink and many other health problems are community responsibilities.	Study the facilities for water purification and sewage treatment in your community. Discuss how the safety of food is maintained in many ways. Discuss how changes in civilization have contributed to water and air contamination. (Consider such topics as air conditioners, detergents, automobile exhausts and radiation). Assign topic and have student report to class on "Noise is sometimes harmful to health."	The student should understand that there are many community health problems which the individual cannot cope with alone in modern society.
Water pollution affects recreation areas, wild life	Assign a student to contact the local health department and secure	Students should develop a willingness to cooperate with

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
and fish.	regulations for users of local water shed areas--reservoirs, lakes, rivers and springs. Discuss pollution of rivers and springs. Discuss pollution of rivers by chemicals and industrial wastes. Discuss the public's role in preventing pollution of water sheds and water supplies. Have student write to state agencies concerned with wild life and fish conservation and request information about their services.	governmental and health agencies and learn regulations which aid in the conservation of natural resources.
Local, state and federal health agencies are always on the alert to keep citizens healthy. Their specific roles are varied and complex.	Assign and have students research the purposes of local health departments, state health departments, federal health agencies. Have a student write and request a list of publications from The American Medical Association and The American Dental Association.	The student should realize that in the U.S. there are various official and professional agencies that are especially concerned with preventing the spread of disease and keeping the public healthy.
Voluntary or non-official health agencies make important contributions to public health work.	Itemize and list all of the voluntary health agencies for the protection or the promotion of community health in your state and local community. Discuss the role of each health agency and the services they render to society. Request materials suitable for school exhibits from each voluntary health agency. (Heart, Cancer, T.B., Mental Health, etc.)	The student should understand and recognize the many agencies and groups that help insure protection of the community against disease and its spread. He should recognize and appreciate the major contributions to society given by voluntary health agencies.
Some types of bacteria, viruses and parasites cause diseases in man and animals.	Assign a student to report on the common house fly, its breeding area and role in spreading disease. Read the	The student should realize the dangers caused by lack of control of insects, rodents and other

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	story of the building of the Panama Canal and discuss the disease problem associated with this project. Discuss the problem of wood ticks and their potential danger to health. Assign a student report on rabies, what it is, how it is spread and what to do if one is bitten by a dog or strange animal.	animals. He should be aware of diseases common to man and animals.
The World Health Organization is an agency of the United Nations and fights specific diseases throughout the world.	Discuss the purposes and objectives of the World Health Organization. List and discuss some of the health programs to which WHO has given top priority.	The student should appreciate the role of the World Health Organization in preventing disease and promoting health.
Hospitals and clinics, public and private, give patients specialized care that is not available in their homes.	List on the blackboard some of the services provided by the modern hospital. Find out how the hospitals in your community obtain money to carry on their work.	The student should appreciate the role of the modern hospital which reflects advances made in medicine, surgery, sanitation and public health care.
A physician is trained to help people stay well and take care of the sick.	Invite a physician from your community to visit the class and tell about his daily work. Ask the physician to show the class the various instruments he carries in his bag. Discuss how the physician has a part in keeping down epidemics in a community. What is physician's relationship with local health departments?	The student should realize that physicians play important roles in community health efforts.
Careers related to medicine are among the most respected occupations in the United States.	List a number of jobs in health education and medicine. Discuss the training of physicians, nurses, para-medical personnel and technicians. Have students survey types of jobs	The student should realize that aside from receiving good compensation, medical personnel are rewarded by a feeling of satisfaction in ministering to the

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	relating to health available in the local community. Consult with counselors about salaries paid to individuals in several health fields. Compare with salaries in other fields.	health of others.

nutrition & health

grade seven through grade nine

LEARNING BLOCK FOUR

NUTRITION AND HEALTH

7-8-9

The student should be aware that attitudes and practices regarding nutrition affect man's health behavior and that an individual's nutritional needs are met by the utilization of a variety of foods at regular intervals.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Nutrition is important during adolescence to provide for rapid growth and increased participation in varied physical activities.	Study food nutrients and their contributions to a healthy body. Discuss how exercise stimulates the appetite, aids digestion and gives a healthy glow to the skin. Show film (4317), "Human Body: Nutrition and Metabolism." - 14 min.	The student should learn the relationship of good nutrition to the physical fitness, growth, appearance and mental and emotional health
The ideal daily diet should include the recommended amounts of food from each of the four basic food groups to provide enough nutrients and calories.	Discuss the four basic food groups and their contribution to good nutritional status. Discuss the contribution of type A school lunch to total daily needs. Show film (127), "Fundamentals of Diet." - 11 min. Discuss the major classes of food in an ideal diet and their contribution to good health.	The student knows that the foods that he eats each day should contain the necessary nutrients--proteins, minerals, vitamins, fats and carbohydrates--in the right amounts.
Vitamins are chemical substances needed by the body. Severe lack of vitamins results in deficiency diseases.	Do library research about the discovery of vitamins. Report to class. List the vitamin deficiency diseases, their discovery and how diseases are cured. Discuss synthetic vitamins, their use and dangers. Secure pamphlet from American Dairy Council, "The Great Vitamin Mystery."	The student should know that a balanced diet in adequate amounts meets the needs of most healthy people. Only a physician should prescribe vitamin supplement.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	Read "Vitamin Supplements and Their Correct Use," American Medical Association.	
The gastro-intestinal system, also called the digestive system, is a chemical system that converts the food you eat into substances that your body can use. The system is supplied with muscles that move the food through the various organs	Assign paper to student on experiment by Dr. William Beaumont on "Stomach with a Hole in it." Draw a diagram of the alimentary canal on the chalkboard. Show film (207), "Alimentary Tract." - 11 min. Show film (266), "Digestion of Foods." - 10 min.	The student should understand that digestion is the chemical breakdown of the smallest particles of food we eat. The nutrients in foods are released in small enough particles for them to pass through the membranes in the walls of the intestine.
The gallbladder, pancreas and intestines play an important part in digestion.	Discuss the three juices in enzymes that help breakdown food stuffs. Discuss malfunctions of enzyme organs. Discuss insulin and diabetes. Have student research and report on Dr. Fred Banting, the Discoverer of Insulin.	The student should understand that many parts of the body aid in the digestive process.
Weight is affected by food, activity and heredity. Some teenagers are overweight because of poor eating habits resulting in excessive caloric intake.	Have each child in class compute his ideal weight, using height and weight charts. Discuss dangers of obesity and its related health problems. Discuss danger of crash diets and diet pills in regard to weight control. Show film (1786), "Balance your Diet for Health and Appearance." - 10 min. Read "Operation Diet Right," American Medical Association.	The student should understand relation of food intake to height, weight and general health status.
Food habits vary throughout the world, but nutrition needs are similar.	Discuss what is being done to improve nutrition throughout the world. Name and describe briefly some of the federal and world organizations	The student should know that each country has traditional eating habits and foods which are part of its culture.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	which are working to improve nutrition in the nations of the world. Study the food habits of people in other parts of the world. Request school cafeteria manager to feature foods from different countries as part of Type A menu.	Many nations have serious problems of nutrition.
Food faddist and health quacks persuade many people to spend money on worthless food supplements or highly restricted diets which may injure their health.	List some health foods that contain no nutrients that are not already present in the average diet. Have students bring in old beliefs or popular sayings about foods and nutrition. Discuss food falacies. Read Salmon's "Food Facts for the Teenager." Request pamphlets from American Medical Association on "Quackery."	The student should be aware of false claims made for some "health foods" and know that false advertising in regard to foods may lead people to poor food habits.
Association, pleasant surroundings and good manners effect our enjoyment of food.	Observe manners in school cafeteria. Discuss why certain actions have become appropriate while others have not. Show film (1224), "Good Table Manners" - 10 min. Show film (897), "Mealtime Psychology" - 11 min. Discuss: Digestion is greatly influenced by feelings. Role play good table manners and conduct in the home and outside the home.	The student should know that tensions, worry and quarrels should be avoided while eating meals.
Snack foods vary in their nutritional value. Discriminate selection of snacks is essential.	Assign several students to visit a dietitian and report on the limited nutritional contribution of candy, soda pop and cookies. List and discuss the foods which make up desirable snacks.	The student should know the foods that have limited nutritional value and understand that there is little nutrient value in candy and soda pop other than calories. He should understand the term "empty calories."

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
It is important for people to have a good breakfast every day.	Take a poll of the breakfast eating habits of your class. Have class members write down what they had for breakfast this morning. Have a committee analyze the papers selecting some of the most nutritious and some of the least nutritious breakfasts.	The student should understand that the breakfast meal furnishes about one-fourth of the total daily food requirements and prepares a person to begin the day.
One of the most interesting fields of modern research is that of nutrition and space travel.	Discuss: Why it is difficult to eat when the body is weightless? Show film (1513), "All about Weightlessness." - 11 min. Discuss the advantages and disadvantages of using algae as food for long journeys through space? Have students collect newspaper and magazine articles on space nutrition and report to class.	The student should understand that one of the most crucial problems of space flight over extended periods of time is how to supply ample food for the astronauts.

personal, family, school & occupational living & health

grade seven through grade nine

LEARNING BLOCK FIVE

PERSONAL, FAMILY, SCHOOL AND OCCUPATIONAL LIVING AND HEALTH

7-8-9

Children and youth need to understand the responsibilities of family life and the role of families in the transmission and development of sound values and satisfying human relationships.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
The family is the basic community unit of our society. The family is necessary to provide love, security and identity for its individual members.	Secure American Medical Association's "Seven Paths to Fitness" and have class discuss in detail. Have students list those characteristics they like best and least about their parents. List those pressures which are placed upon students and which they resent. Have the student list the things he likes and dislikes about himself. Discuss the purpose of discipline and respect for authority. Discuss family life in other cultures. Show film (4748), "Family of Amsterdam" - 16 min. Discuss ways in which young adolescents can contribute to favorable family living conditions.	The student should understand that a happy home and family life favors the development of efficient, healthy and well integrated individuals.
Growth patterns are irregular from child to child, and there is no comparison between biological age or maturity and chronological age.	Keep an individual growth chart of height and weight. Compare the rate of growth with the average weight of the pupils in the class. Show film (1192), "Your Body During Adolescence" - 10 min.	The student should know that a child may biologically be several years older than another child of the same chronological age.
Girls tend to reach pubescence about one or two years earlier	Discuss individual variations of body build of pupils in the class. Note	The student should know that during pubescence, girls

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
than do boys.	variations among boys and girls. Discuss problems which may arise from individual differences. Discuss the attributes required for success in various physical activities (sports). Show film, (5461),"Girl to Woman" - 17 min. NOTE: Preview before showing, order on separate form and have countersigned by the superintendent.	tend to be heavier and taller than boys of the same age, and that activities should be selected properly in terms of individual differences.
At age 15 and after, boys on the average surpass girls in strength, speed, endurance, height and weight, and girls on the average exceed boys in flexibility.	Discuss what sports are suitable for boys. What sports are suitable for girls? Discuss how in general boys are better in sports than girls. Discuss why girls usually excel in rhythms.	The student should know the attributes required for success in the various physical activities in order to identify those activities in which they can expect to achieve a reasonable degree of success.
Personality is made up of all one has inherited and the effect of all of his experiences.	Define personality. Have pupils fill out a personality questionnaire. Discuss how behavior is an expression of personality. Discuss how personality can be improved. Show film (4011), "Act Your Age" (Emotional Maturity) - 13 min.	
An appreciation of art, music and literature enriches personality and helps in communicating with others.	Study the role of the arts in personality development. Analyze the lives of some successful people and discuss their skills and interests, other than their occupations.	The student should understand that a variety of interests and skills enriches life and aids in making one more social.
It is generally accepted that "no one is completely grown up, but all have the	Discuss what it takes to be really grown up. List the characteristics. What progress is one	The student should know the adolescent's problem of growing up and meeting problems

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
opportunity to keep on growing throughout their lives."	making in growing up? Have a committee prepare a shelf of interesting reference material on the subject of personality growth. Show film (4011), "Act Your Age." (Emotional Maturity) - 13 min.	intelligently.
Skills such as getting along with others, making and keeping friends and knowing what to do in social situations are important throughout life.	Discuss growing up socially. What traits are basic to getting along with others? Dramatize situations that exemplify good procedures in getting along with others. Have each pupil write a paper on, "Becoming the kind of person you would like to be." Show film (4869), "Getting Along with Parents." - 14 min.	The student should realize that getting along with others is essential at every stage of life.
Dating is an important social activity for boys and girls. It provides opportunities for them to become acquainted with each other and other young people, and to enjoy such activities as dances, movies, sporting events, parties, and many others.	Discuss and compile a list of courtesies that men and women in our culture exhibit toward each other and discuss the reason for these courtesies. Through small group activities, develop an appropriate code of dating behavior. Discuss the advantages and disadvantages of going steady. Show film (395), "Are You Popular" (second edition) - 11 min. Show film (774), "Beginning to Date." - 11 min.	The student should begin to appreciate the purposes of dating and desire to achieve these purposes through constructive dating experiences appropriate to his level of development.
Good grooming is important in helping a young person feel at ease with himself and others.	Discuss how good taste and good grooming depend in part on knowing yourself. Have class collect pictures of persons in varied attire and have them determine	The student should know that an important part of growing up socially is learning to dress appropriately, knowing what to wear when.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	the proper clothes for socials and other events. Show film (1445), "Posture in Motion." - 8 min.	
Research shows that more young people die of accidents than from all the leading diseases combined.	Discuss some of the factors which cause accidents. Discuss how we can reduce teenage accidents. Have a class committee make a survey of accidents during the past six months in the shop, the science laboratory, the gymnasium and on the playground. Discuss how much is known about safe driving. Have class review simple first aid procedures. Show film (4583), "How to Have an Accident in the Home." - 13 min.	The student should learn why accidents happen and study safety procedures that help prevent accidents.
One should be eager to learn everything he can that will help him choose and prepare for an occupation.	Assign paper to class and have them list the qualities needed for success on various jobs. Have class make an inventory of the jobs available in your own community. Have all students list their own interests and abilities. Invite a personnel director from business or industry to speak on "How to Apply for a Job." Assign a committee to study and report on sources of information about jobs. Discuss the importance of a high school education in getting and keeping a job. Discuss how military service affects one's job future. Discuss health and a career. Discuss what a good health department does to help keep people on the job.	The student should learn to keep an open mind about his life work, because his ideas may change as he learns more about occupations and his individual capabilities.

safety and first aid

grade seven through grade nine

LEARNING BLOCK SIX

SAFETY AND FIRST AID

7-8-9

Accidents are the greatest enemy of modern youth. Almost all accidents can be prevented. A reduction in accidents can be achieved when everyone accepts more responsibility for accident prevention and when better environmental controls are instituted.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
The student should review and practice first aid skills previously learned.	Have students solve first aid problems dealing with various accidents which would require the application of first aid procedures and techniques. Show film "American National Red Cross."	The student should learn to appreciate the importance and need of first aid knowledge and skills.
A student should be on the alert to identify and remove accident hazards at home.	Have students post the number of the family doctor, police department and fire department near their home phone. Have them analyze the escape possibilities from each room in their home if a fire occurred.	The student should learn to periodically survey home and yard to insure the removal or correction of hazards.
The student should understand the necessity for water and safety measures, know and observe safety rules for swimming, boating, water skiing and other aquatic activities.	Have committees gather statistics on drowning and deaths resulting from water sports. Have a student report on safety tips for swimmers and boaters. Show film (925) "Better Boating." - 10 min.	The student should learn to swim in approved safe places and never swim alone; he should practice safety rules regarding all water sports.
Students should appreciate value and importance of artificial respiration in electric	Have Red Cross representative or emergency health service personnel give demonstration of arm-lift	The student should seek information and acquire skills necessary for

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
shock, carbon monoxide, poisoning and drowning.	method and mouth-to mouth respiration using "ResusciAnne." Show film (4849), "Resuscitation." - 12 min. Show film "Artificial Respiration," Georgia Department of Public Health.	executing various methods of artificial respiration.
An individual must develop an awareness of the need for sensible action to protect himself and others in the event of disaster.	Have children review and study "In Time of Emergency - A Citizen's Handbook on Nuclear Attack and Natural Disasters."	The student should learn the safe behavior during violent wind storms and fires and know some facts about hurricanes and tornadoes.
Carelessness, discourtesy and failure to obey rules and regulations are important causes of accidents.	List the characteristics of a courteous driver. Assign several students to observe hazardous student behavior. Discuss "Accidents Result from Unsafe Conditions and Unsafe Behavior."	The student should learn proper treatment of injuries in time of emergency and to avoid attitudes and activities which can lend to accidents.
The role of the driver and his responsibilities in the prevention of accidents should be major concerns of this age group.	Write the State Motor Vehicle Bureau for copies of driving rules and state laws concerning drivers. Discuss. Invite driver education instructor to talk to class. Debate the question, "Are Teenage Drivers Dangerous Drivers?" Discuss value of hand signals. Show film (5568), "Drugs, Driving and Drinking" - 18 min.	The student should learn the characteristics of a good driver, and refrain from driving until he is enrolled in a high school driver education course.
The contents of the home medical chest should be checked from time to time so that old medicines may be discarded and necessary first aid supplies may be replaced.	Have students prepare a practical first aid kit for use in the home and one for use in the car.	The student should realize that home is not always a safe place, and that accidents from firearms, poisoning by gas, liquids and solids are commonplace in the home.
There are dangers associated with plastic bags and plastic bedding, old refrigerators and freezers used for	Assign students special safety research reports on plastic bags, old refrigerators and power lawn mowers. Emphasize attendant dangers.	The student should be able to recognize that plastic bags and plastic bedding can cause immediate suffocation, and that

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
play, and power yard tools.		old refrigerators should be stored with the doors detached.
Accidents can be prevented through the application of safety knowledge, proper attitudes and first aid skills.	Divide class into committees to make a survey of buildings and playgrounds to locate possible hazards such as dark stairs, weak handrails, fire hazards and broken equipment. From above survey prepare a list of recommendations. Formulate specific suggestions that will reduce possibility of accidents.	The student should recognize the potential for accidents at school and conduct himself in a safe way in the school and on the playground, i.e., develop a "safety consciousness."
Immediate action should be taken in event of a snake bite.	Discuss the identity and habitat of poisonous snakes. Show film (2050), "Snakebite: First Aid." - 11 min.	Students should be able to recognize poisonous snakes and know the appropriate procedure for a snake bite.

social & emotional health

grade seven through grade nine

LEARNING BLOCK SEVEN

SOCIAL AND EMOTIONAL HEALTH

7-8-9

Early adolescence is a period of rapid physical and emotional changes which place emotional demands upon and create emotional reactions in the individual. The individual must understand the factors that influence personality development.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Self involves physical, mental, emotional and spiritual components.	Discuss each of the components; physical, mental, emotional and spiritual. Show film (4011), "Act your Age." (Emotional Maturity) - 13 min.	The student should understand that the way a person feels and acts is a measure of his physical, mental, emotional and social health. He should be able to make the necessary adjustments to the world around him.
Mental Health means accepting oneself, accepting others and meeting the demands of life.	Discuss how mental health is different fr[illegible] personality. Discus[illegible] the traits which make up a good personality. Discuss why everyone needs to be successful part of the time.	The student should understand that mental health is a way a person reacts t[illegible]r people and s[illegible]ions. He should learn to adjust to different situations and have the ability to accept change without frustrations.
Anger, fear, jealousy and hate are present in all individuals; learning to control these feelings is a part of growing up.	Show film (4015), "Understand Your Emotions." - 14 min. List and discuss beneficial and harmful effects of uncontrolled emotions.	The student should learn that behavior is caused by many different factors and that a mature person learns to control his own behavior.
One must become aware of his own role in	Write paper on some ways one may improve	The student should understand that he

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
promoting the happiness of others.	relationships with his parents. List the qualities one likes in his friends. Discuss how to channel strong emotions into useful activity.	can improve his family relationships by considering the needs of others and avoiding disputes even though he has to admit he has been wrong at times.
One must be aware of and appreciate his own abilities and the abilities and accomplishments of others.	Develop a checklist and have students rate themselves on what they believe to be their special interests, abilities, talents and limitations. Ask a family member and friend to rate them as well.	The student should learn that in order to excel in an activity one must have a strong interest, ambition, determination and a goal to work toward.
One should be considerate and sympathetic toward handicapped persons.	Assign several student reports concerning individuals who despite handicaps have made outstanding personal adjustments. (i.e., Helen Keller, John Kennedy, Jimmy Durante, etc.)	The student should learn that many people with handicaps have accepted their handicaps and proceeded on to greatness and success.
Inspiration may be gained from a study of the lives of great scientists whose work, successes and failures have contributed to the welfare of individuals and nations.	Assign as topics biographical sketches of prominent leaders in science, politics, etc., isolating the traits which contributed to failure and success.	The student should know that most scientific advances have occurred only after years of careful, patient work, and the same is true in other professions and vocations.
Heredity and environment influence individual behavior and determine personality.	List the characteristics that are inherited and characteristics which develop as a result of environment. Discuss.	The student should understand that no two personalities are exactly alike and that his personality includes his abilities, actions, interests, attitudes, habits, experiences and physical appearance.
We must learn to live with normal stress.	Assign a student report on the valuable role of exercise and physical activity in relieving	The student should understand and appreciate that emotional health is

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	nervous tension and emotions. Show film (4564), "Emotional Stress." - 20 min.	the result of living a well balanced life which includes health practices, recreational pursuits, exercise and work resulting in personal satisfaction.
Dependence upon friends, parents and other associates becomes less and less at this age.	List areas in which children feel that their parents do not understand them. Discuss areas which appear most frequently. Show film (4869), "Getting Along with Parents." - 14 min. Invite guidance counselor to speak on mental health and the development of good relationships with others. Discuss: "How does one express his desire for more independence?" "Why is independence desirable?" "What emotional needs influence the desire for independence?"	The student should learn to develop confidence in own ability, a feeling of security at home and school, and confidence and respect for his relationship with parents and other adults.
Some people never grow up emotionally; emotional maturity does not just happen, it must be achieved.	Describe someone who possesses the requisites of an emotionally mature person. Discuss the emotional needs of teenagers including love, acceptance, belonging, security, control, success, independence, etc.	The student should recognize that he can improve his mental health by developing self-confidence, by being able to make adjustments to rapid and stressful change, by controlling emotions and understanding feelings of rebellion.
Hormones are responsible for many of the physical developments in your body. The hormones affect your emotions as well.	Locate the various glands in the human body and describe the glands' functions.	The student should realize that hormones are very important to the normal development of both good physical and mental health.

structure, function & care of the human body

grade seven through grade nine

LEARNING BLOCK EIGHT

STRUCTURE, FUNCTION AND CARE OF THE HUMAN BODY

7-8-9

Junior high school students should understand the basic structure, function and care of the body. It is important to appreciate the physiological changes which take place in the transition from childhood to adolescence.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Living things are composed of tiny separate living units called cells.	Discuss what every cell must have if it is to live. Use a microscope to examine prepared slides of plants and animal cells. Prepare a drawing of a typical cell. Label parts. Show film (1022), "Cell, the Structure Unit of Life." - 10 min.	The student should realize that the body is a complex organism; the basic unit of all living matter. Cells build tissue and tissues in them make up organs and organs constitute systems.
All cells need oxygen, water and food and give off carbon dioxide.	Discuss how the end products of digestion become food in a form which the body can use. How does the body obtain oxygen and what does it give off in return for oxygen? Discuss how air and water become polluted. Relate to maintenance of body.	The student should know that cells take in food and oxygen, give off waste products, and divide to produce other cells.
The blood is made up of many components and has many complicated and complex functions.	Assign a student a report on Dr. William Harvey's circulation of blood theory. Discuss what blood is made of. Show film (4203), "Circulation." - 18 min.	The student should know that blood has many functions such as carrying food from the intestines to the cells and oxygen from the lungs to the cells. It fights disease, supplies water to cells and carries off waste products from cells to

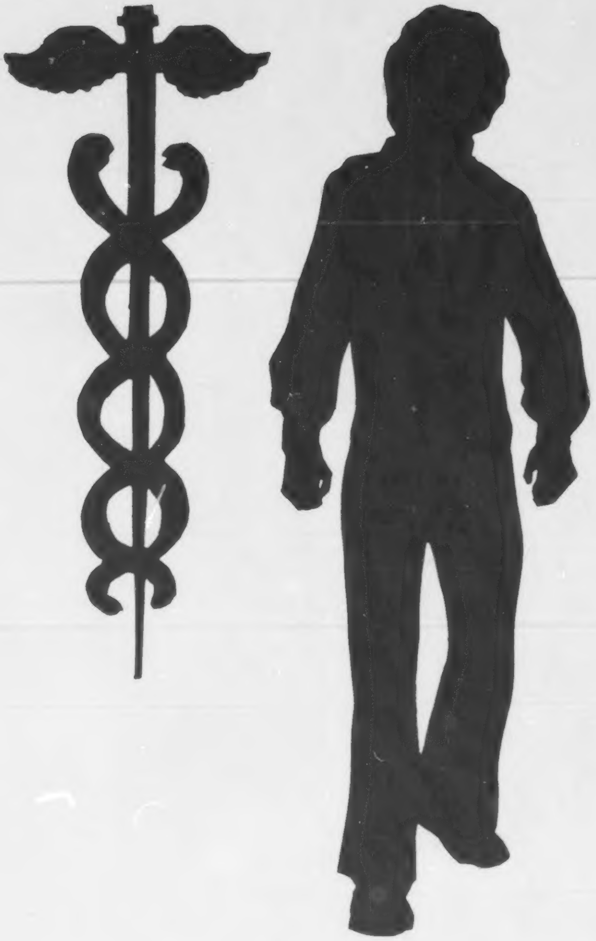
CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
		the liver and kidneys.
Growth is regulated by the endocrine glands.	Draw an outline of the body on the chalkboard and locate endocrine glands as they are discussed. Discuss the individual differences that can result from improperly functioning endocrine glands. Collect and display pictures of conditions caused by over or under functioning endocrine glands.	The student should recognize the role of the endocrine glands in good health as well as in contributing to individual differences. He should understand the general role of the pituitary gland in growth, development and maturation.
Each person is different due to particular genetic characteristics inherited, half from the mother, the other half from the father.	Discuss briefly the role of genes and chromosomes as a new life comes into existence.	The student should understand that genes control the physical traits inherited from parents.
The reproductive system in both male and female has a two-fold function--reproduction of the species and the production of hormones.	Review structure and function of the male and female reproductive systems showing similarities as well as differences. Show film (5461),""Girl to Woman." - 17 min. Note: Preview before showing, order on a separate form and have countersigned by the superintendent. Show film (4318), "Human Body: Reproductive System." - 15 min. (Recommend for showing to boys and girls in separate groups.)	The student should know that a human starts life from a fertilized cell, resulting from the union of a male reproductive cell (sperm) and the female reproductive cell (ovum or egg). He should understand the role of sex glands in growth, development and maturation.

(There is a need for administrative and parental approval to teach this section.)

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
The body is an organism that regulates itself, maintains a constant temperature, digests food, takes in oxygen and eliminates waste.	Assign students biographical sketches of the following scientists and their respective discoveries: William Harvey, Robert Boyle, William Beaumont and Walter Cannon. Reports to be given before class. Show films (4097), "Human Body: Circulatory System" - 14 min; (4169) "Human Body: Digestive System" - 14 min., (4252) "Human Body: Excretory System" - 14 min., (4319) "Human Body: Respiratory System." - 14 min.	The student should realize that accumulated knowledge of the human body and its workings is not complete. There is much yet to be known.
The proper care of the skin and nails and keeping the hair well groomed helps the teenager to improve appearance and enhance his personality.	Review the structure and function of the skin. Research acne and other skin problems such as dandruff, warts and athlete's foot. Show film (1123), "Personal Health for Girls." - 10 min. Show film (1114), "Personal Health for Boys." - 10 min.	The student should know that an attractive personal appearance depends more on good health and careful grooming than on inherited features.
A fluoride solution applied to the teeth and drinking water helps prevent tooth decay.	Discuss how fluorides are used in an attempt to prevent dental decay. Have a child talk to a dentist about the fluoride treatment to prevent dental decay and report to class.	The student should learn that controlled research studies of many years have indicated up to 65% reduction in cavities among children drinking fluoride water from birth.
Proper practices in brushing the teeth help avoid tooth decay.	Show film (1911), "Teeth: Their Structure and Care." - 11 min. Discuss the best kind of dentifrice to use developed by modern research. Discuss advertising and tooth pastes.	The student should learn that bacteria which form acid in the mouth feed mostly on sugar. To avoid this one should limit the amount of sweets in the diet and minimize eating between meals.
Internal body functions are regulated by the	Discuss the autonomic nervous system, a special	The student should know that the autonomic

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
autonomic nervous system.	system within the nervous system. Show film (4194), "Human Body: Nervous System." - 14 min. Discuss the sympathetic and the parasympathetic divisions of the autonomic nervous system.	system takes care of the actions of the body that must go on 24 hours a day. It also speeds up or slows down the action of organs.
It is important to know the structure, function and care of ears, eyes and nose.	Show film (816), "Nose: Structure and Function." - 11 min. Show film (1704), "Ears, their Structure and Care." - 11 min. Show film (1899), "Eyes, their structure and Care." - 11 min. Discuss some of the conditions which might cause malfunctions of the eye and ear. Discuss how we smell things.	The student should know that proper diet, cleanliness, care and periodic examinations can improve the function of eyes, ears and other sense organs.
The skeleton gives form to the body and the muscular system helps to give it shape.	Show film (4291), "Human Body: Muscular System." - 14 min. Show film (1678), "Human Body: The Skeleton." - 10 min. Discuss how ligaments hold joints together and how movement of the arms and legs is entirely dependent on muscles. Discuss bones and exercise and muscles and exercise.	The student should know that the system growing fastest at his age is the skeletal system. He should know the significance of tendons and muscles as they affect the skeleton.
The skeletal and muscular systems make it possible to maintain different postures and movements.	Discuss the requisites of good posture: standing, sitting and walking. Discuss what we mean by poise. Show film (209), "Posture and Exercise." - 11 min. Show film (1445), "Posture and Locomotion." - 8 min.	The student should know that a person's posture can be either a help or a hindrance to his total appearance and health.
The adolescent has the responsibility for the care of his body and the promotion of his own health.	Draw a chart listing the desirable items on a good health examination. Check an immunization timetable and determine for which diseases you have been immunized.	The student should know the value of an annual health examination and visit a dentist regularly.

consumer health



grade seven through grade nine

LEARNING BLOCK NINE

CONSUMER HEALTH

7-8-9

The American public spends billions of dollars each year on health care. Another billion dollars is spent on fraudulent products and services. School age children are exposed to an undue amount of pressure through advertising by mass media. Some advertising may include reliable as well as misleading information about health practices and products. The individual's protection from fraudulence is primarily through his ability to select critically and intelligently use products and services. Students need to learn the hazards of self-diagnosis and self-medication, and how to seek medical and dental care.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Scientific knowledge and understanding are bases for effective evaluation, selection and utilization of health information, products and services.	Make a bulletin board of common sources of health information (family, friends, pamphlets, salesmen, schools, agencies, doctors, etc.) Discuss how these influence what one believes. Develop criteria through class discussion for evaluating health information and values in making choices and decisions. Use clippings, tapes, recordings and other sampling of health advertising and discuss techniques used such as appeal to fear, to pride, imitation (famous people), social approval, authority of endorser (doctor says, research says), promise of miracles and partial truths. Discuss how	The student should understand that the source of health information influences its accuracy, and that discretion in selection and utilization of health products can both enhance health and save money.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	television, films and books influence what we believe. Have student committees study Consumer Report magazine and discuss in class. Distribute a list of health and safety misconceptions and have students mark true or false. Discuss results in class.	
Quackery and fadism raise false hopes, delay proper medical attention and cause financial waste.	Discuss ways of identifying quackery. Discuss food faddism. Discuss fradulent claims in quackery (secret remedies, curealls, testimonials, etc.). Have a student research and find out who are the chief quackery supporters. Report to class. Have students report on the history of quackery and new forms which have arisen to take the place of old ones. Discuss how cosmetic fads and advertisements relate to quackery. Assign two topics and have students try to sell a form of quackery in front of class. Buyer evaluates and discusses its faults and why he will or won't buy the product. Discuss some forms of quackery and how can they affect you. Discuss some of the chief influences which aid quackery consumption.	The student should understand that quackery is fraudulently professing medical knowledge or experience in an attempt to cheat the public.
One should heed danger signals of illness. Self-diagnosis and self-treatment can be hazardous to life.	Draw a life size man with strings leading from various parts of the body. Label symptoms which may indicate the need for competent medical attention. Have children bring in a	The student should understand that diagnosing and treating illness and injury are the responsibility of qualified personnel.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	list of "grandma's" remedies, some disproved and some beneficial. Discuss medical folklore, old wives' tales and superstitions and how these might impair health. Discuss the dangers of self-diagnosis and self-medication. What national organization endeavors to control safety in the use of patent medicines and cosmetics? List different types of qualified professional health personnel and describe their services. Invite school nurse to speak to the class on dangers of self-medication.	
Careful examination of professional, allied ancillary health careers will help the consumer become familiar with services and career opportunities in the health care field.	Discuss and list on the chalkboard different types of medical doctors and the general contribution of each. Discuss and outline on the chalkboard the training and education required for a medical doctor and for medical doctors in specialized areas of medicine. Discuss the need and value for having a family doctor. Discuss different ways of selecting a competent medical doctor when moving to a strange community. Assign students to report on the contributions of the following specialists: neurologist, psychiatrist, opthalmologist, obstetrician, gynecologist, pediatrician, cardiologist and orthopedist.	The student should understand the professional medical help available to help maintain optimum health. He should recognize the contribution and need for both general practitioners and medical specialists.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Health insurance is designed to aid families during health emergencies.	Discuss state medicine and socialized medicine. What is the difference between medicare and medicaid? Have a student research and report on the advantages of group health insurance. Have students individually examine the extent of major or minor illnesses in their families during the last five years. Have a student make a survey and determine how many families of students in the class carry health insurance. Invite an insurance agent to class to discuss the different types of insurance. Have student report on national insurance bills in Congress.	The student should know the pros and cons of compulsory and voluntary medical care insurance.

alcohol,
tobacco,
drug use & abuse

grade ten through grade twelve

LEARNING BLOCK ONE

ALCOHOL, TOBACCO, AND DRUG USE AND ABUSE

10-11-12

High school students need to acquire information about drugs. They should be informed about beneficial results from the proper use of drugs and the possible disastrous results from the misuse of drugs.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Drug abuse by young people is a serious problem in today's society.	Study and discuss the causes of drug abuse, both social and psychological. Assign reading on these causes and discuss in class. Assign paper to a student and have him relate drug abuse to emotional illness. Discuss the value of modern drugs and their significance to mankind. Show film (741), "Seduction of the Innocent." - 11 min.	The student should understand causes and factors leading to drug addiction.
Drugs commonly abused today are amphetamines, barbiturates, marijuana, LSD, and the narcotics. The sniffing of volatile chemicals is also classed as drug abuse.	Study and report on the nature and effects of drugs commonly abused in today's society. Have studies that show how marijuana leads to use of more dangerous drugs; discuss. Assign papers to group of students on better ways to experience the richness of living and make life more exciting. Show film (7017), "LSD-25." - 27 min. Show film (7516), "Marijuana." - 34 min. Show film (5247), "Drugs and the Nervous System.."- 16 min.	The student should know the use and potential of abuse of all the drugs, including barbiturates, the stimulate drugs, LSD and the drugs known as hard narcotics. He should learn their nature and the dangers associated with each as well as their beneficial uses.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Drug dependence refers to both psychological and physical dependence on a drug.	What are the symptoms of a drug addict or one who becomes psychologically or physically dependent on drugs? Discuss addiction (dependence) to drugs is a result of both environment and the character of personality of the person within that environment. Discuss if it is "chicken" to refuse to try a drug. Invite law enforcement person to show pictures of actual materials used by addicts. Have a student research withdrawal symptoms and report to class. Show film (5247), "Drugs and the Nervous System." - 16 min.	The student should understand that no one is immune from the drug menace and that people sometimes are innocent victims because they did not understand the risk involved. He should know that the use of narcotic drugs causes emotional and physical addiction, causes withdrawal symptoms when dosage is stopped and causes the body to develop tolerance to the drug.
Narcotic addiction is a personal problem that may break down the moral fiber of an individual, may lead to crime and may cause serious physical defects.	Have students study the literature about federal and state facilities for the rehabilitation of narcotic addicts. Consult local officials such as the District Attorney's Office about the relation between drug abuse and crime in the local community. Show film (7029), "The Losers." - 31 min. Assign student a project to find out particulars about private organizations which treat addicts such as the Synanon Foundation, Narcotics Anonymous, halfway houses and teen challenge. Assign student a paper on the use of methadone, a synthetic narcotic, as a substitute for heroin.	The student should know that prolonged medical treatment is necessary to break the drug habit. He should know that the percentage of permanent cures is discouragingly low.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Legislation and control over drug traffic is a local, state, national and international problem.	Refer to *Pharmacy Laws, State of Georgia*, issued by Georgia State Board of Pharmacy, State Agricultural Building, Atlanta, Georgia. Have a law enforcement officer talk with class on drugs and federal controls. Send for materials on international drug control, World Health Organization, United Nations, New York, New York. Collect newspaper and magazine articles on drug control and place on a separate bulletin board. Organize a student symposium or a mock community meeting on the prevention and control of drug abuse in the local community. Show film (AM, 1362), "FDA Special Report, Drug Abuse--Beenies and Goof Balls." - 20 min. Secure film from National Medical Audio Visual Center, 2111 Plasters Bridge Road, N.E., Atlanta, Georgia 30324.	The student should understand measures being taken to control illegal drug traffic.

diseases

grade ten through grade twelve

LEARNING BLOCK TWO

DISEASES

10-11-12

The health instruction program in the late years of the secondary school should revolve around both the immediate and future health needs and problems of the students. Students should be taught the historical aspects of prevention and control of disease; understand the possible causes and effects of disease; support programs organized to control disease locally, nationally, and internationally; and assume responsibility for prevention and control of disease within themselves and others.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Historical study of disease helps understanding of current medical practices.	Assign student reports on some of the great disease epidemics the world has experienced. List on the chalkboard the approximate number who died in each epidemic. Assign a student to research and find out the twelve leading causes of death in 1900 and the twelve leading causes of death in 1969. Report findings to class. Assign student research into results of medical discoveries and health practices which have increased life expectancy. Report to class. Have each student list the diseases he has had to date. Have each student classify those diseases according to the following groupings - hereditary, deficiency, functional, parasitic physical or chemical agents and children's diseases.	The student should be aware of the great loss of life which has resulted from epidemic spread of disease in the past. He should be aware of the medical and health contributions which have resulted in a longer life expectancy.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
There are five main avenues of entry into the body for diseases caused by microorganisms.	Discuss which diseases are likely to be caused by germs entering the eyes, nose, mouth, skin and the urinary reproductive system. Visit the biology department and have pupils view different types of microorganisms under a microscope. Have student prepare a report on Louis Pasteur and review for the class some of his important work. Have a student visit a milk processing plant and investigate the pasteurization of milk. Report to class. Study a table of insect-borne diseases and discuss possible measures which might be taken in the community to eradicate certain carriers. List some of the advances in food industries which have partially eliminated the danger of food-borne infections. Show filmstrip 6.011, "Clean Water is Everybody's Business (Silent 35 mm). Show film (4091), "Body Fights Bacteria" - 15 min. Show film (1193), "Sniffles and Sneezes." - 10 min. Have a student review "Viewpoints on Venereal Disease." Secure through Curriculum Division, Georgia Department of Education. Show film (1.802), "The Innocent Party." - 18 min. Show film (1.797), "Identification of Early Syphilis." - 24 min.	The student should understand the means of transmission of disease caused by microorganisms.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
The three steps in the onset of an infectious disease are invasion, incubation and infection.	Discuss with the class the necessity of preventing the invasion of the body by infectious microbes if diseases are to be prevented. Ask students to describe an inflamed infected area and if possible explain why it became infected. Have a student research and describe the body defenses against infectious diseases. Report to class. Discuss why lymph nodes often swell when combating an infection. Have students make a list of diseases for which they have been immunized. Also list diseases for which they could be immunized. Show film (232), "Body Defenses Against Disease." - 10 min. Discuss the medical facts known about influenza--cause, symptoms, treatment, etc. Discuss the medical facts known about the common cold--its cause, symptoms and treatment. Evaluate some of the cold remedy ads from newspapers, TV and magazines. Show film (379), "Immunization" - second edition. - 10 min.	The student should understand that infections are highly specific in that a particular kind of organism produces a specific disease under certain environmental conditions.
Chronic diseases are among our greatest health problems today. Heart and blood vessel diseases, cancer, nephritis, diabetes and arthritis are among the current concerns of medical science.	Discuss the need for research and discovery to combat current killer diseases. Have students prepare a list of suggestions for helpful living which might reduce the possibility of heart or blood vessel disorders Assign special reports based on materials	The student should realize that chronic diseases account for two out of every three deaths. He should also understand that the increase in the number of deaths from chronic diseases results from more people living longer.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	secured from the local heart and cancer societies. Show film (688), "Cancer." - 12 min. Show film (871), "Heart Disease: Its Major Causes." - 11 min. Discuss the importance of early detection of diabetes, particularly in families who have a medical history of the disease. Have students collect materials from periodicals, newspapers and other media on various forms of arthritis. Report to class. Show film, (1.776), "Finding the Hidden Diabetic." - 39 min.	
The contributing factors to heart disease are overweight, smoking, tension and stress, high fat diet, heredity and lack of physical exercise.	Discuss the role of diet, exercise, stress, overweight, sex, etc., in heart disease. Assign special reports on: smoking and heart disease; obesity and heart disease; inactivity and heart disease; nutrition and heart disease; and stress and heart disease. Review the first aid procedures for helping a heart attack victim. Discuss the many chances for a productive life even after a heart attack has occurred and undergone treatment. Discuss arteriosclerosis, what contributes to its occurrence and how to avoid it. Discuss hypertension, what it is, what conditions contribute to its occurence and ways to avoid it. Discuss strokes, what they are and their association with hypertension and arteriosclerosis.	The student should understand some of the known contributors of heart disease, and live in such a way as to avoid heart disease.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
There are over 200 different types of cancer which have been identified in man. Ninety per cent of all cancers in man are limited to 20 common types.	Review the different causes of cancer known to date. Discuss legitimate cancer cures and the potential chances of a cancer patient being cured. Secure pamphlets from local cancer society on the different forms of cancer and discuss. Show film (7537), "Cancer by the Carton." - 30 min. Review cancer's seven danger signals. Commit to memory. Discuss cancer "quacks" and treatment of cancer.	The student should know in general the different common types of cancer, and be aware of the different causes or contributors to the development of cancer.
There is a universal effort by private and government groups working toward the reduction of cancer, other chronic diseases and community health problems.	Investigate the incidence of disease in other countries. Have students interview city council members on how a community health problem could be solved (subjects such as air and water pollution; need for a hospital; need for health centers; fluoridation, etc.). Have members of class investigate services available to cancer and heart patients from public and private health agencies. Have health officer (local or county) discuss how his organization helps in the eradication of disease. Show film (1825), "The National Institute of Health." - 24 min.	The student should understand that research and education is still on the frontier of cancer knowledge. He should further understand that community health is everyone's responsibility.
It is possible to control disease or its effects by identification and acceptance of known preventive and remedial measures.	Have students prepare reports on the following topics: purpose of fever; effects of antibiotics on body and microorganisms; effects of rest, liquids and	The student should assume responsibility for prevention and control of disease within himself and others.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	other medication on the body when ill; activities involved in a physical examination and how they relate to early diagnosis of diseases; booster shots. Develop posters, charts, or graphs on the additional number of lives that can be saved through early detection, diagnosis and treatment of disease. Have students poll parents to find out how many have regular checkups. Secure health examination forms from a physician or the American Medical Association or from some industry or insurance company. Review and discuss in class.	

environmental, community & national health & resources

grade ten through grade twelve

LEARNING BLOCK THREE

ENVIRONMENTAL, COMMUNITY AND NATIONAL HEALTH AND RESOURCES

10-11-12

Many people depend upon the community for health services. The community must make sure that the supply of food and water is pure. It must dispose of sewage and garbage. Contagious diseases must be kept under control. Health departments and agencies perform these and other functions at the local, state, national and international levels.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
There are many available health services in the community such as clinics, hospitals, dental and medical centers as well as state and local health agencies. The citizen owes it to himself to take advantage of these services in order to safeguard his health.	Discuss how one would go about selecting a doctor from the community to which he has moved. Have students list the clinics, hospitals and medical and dental centers in the community. Discuss services available to the public. Have a student research and find out some of the available nursing and technical services which are available in the community. Have a student report to class on the functions and activities of local and state health departments. Have a panel of students discuss how to finance better health for all. Have student write a paper on how health problems may be solved by international cooperation. Assign students to review "Health Careers in Georgia" and report to class. Secure pamphlet from Office of Instructional	The student should understand that as a citizen he must cooperate with public health servants and help them improve services.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	Services, Georgia Department of Education.	
The contamination of the air and water has been of increasing concern in recent years.	Have a student research what some of the various industries are doing to prevent air and water pollution and report to class. Discuss provisions of community for trash and sewage disposal. Have a student research what is being done to abate the problem of gas fumes from automobile exhausts. Report to class. List on the chalkboard the agencies in the community and state which are most concerned with air and water pollution. Show filmstrip (6.000), 46 frames, silent 35 mm., "Air Pollution and You." Show filmstrip (6.C01), 51 frames, silent 35 mm, "Clean Water is Everybody's Business." Show film (1.748), "Control of Air Pollution." - 5 min. Show film (1.763), "Effects of Air Pollution." - 5 min. Show film (1.882), "The Third Pollution." - 25 min.	The student should be aware that as the community becomes more urbanized and increasingly mechanized and industrialized, its problems become exceedingly complex. The result of progress has been more pollution for rivers, lakes, streams and the atmosphere.
Noise is unwanted sound. It is a factor in many physiological and psychological disorders.	Have students contact physicians and discuss the contribution of noise to hearing loss, emotional tensions, cardiovascular problems, fatigue and reduced work efficiency. Discuss the effects of noise on the nervous system. Have a few students investigate the safe and unsafe levels of sound for the human body. Discuss how	The student should understand that man uses sound to achieve certain purposes. Excessive noise and its effects should be controlled.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	noise may cause accidents. Have students identify noise problems at school and at home and formulate plans to reduce them. Invite an architect or acoustical engineer to speak on noise abatement and how to measure noise levels. Appoint a committee to write to Citizens for a Quieter City, Inc., 27 W. 53rd Street, New York, New York 10010 for information. Report to class. Show film (4667) "Ears and Hearing" - 22 min.	
The World Health Organization is concerned with health problems which affect the citizens of all nations.	Have a student research and report on the broad functions of the World Health Organization. Have a group of students investigate health regulations of foreign visitors and re-entry of citizens to the United States. Report to class. Have a student look up the definition of health as defined by the World Health Organization. Discuss how servicemen are deployed all over the world and the attendant health problems which arise when they return to the U.S. Have a group of students investigate the functions of the U.S. Public Health Service, Communicable Disease Center in Atlanta. Prepare a panel for an assembly program in which students represent various nations throughout the world. Each student may dress in accordance with the country he represents. Each panel member discusses health	Students should understand that the goal of optimal well-being transcends local, state, national, international and political boundaries. The student should also realize that because communication and transportation have shrunk our world from widely separated nations to a closely knit community that the opportunity is here to raise all nations to the health level of the most advanced nations.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	problems peculiar to the country he represents and some of the work in progress to alleviate the problems. Show film (1.825), "The National Institutes of Health." - 24 min. Show film (1.739), "The Communicable Disease Center." - 22 min.	
A major emergency affecting a large number of people may occur anytime or anywhere. It may be a peace time disaster such as a flood, tornado, fire, hurricane, blizzard or earthquake. It may be a nuclear attack on the United States.	Have student research and know your local emergency plan. Have student write a paper and report on nuclear attack hazards. Have students find out location of fallout shelters and how to improvise shelters at home and in school. List on the chalkboard emergency supplies needed and how to conserve these supplies. Review first aid for the following: restoring breathing, stopping serious bleeding, treating shock, broken bones and burns. Source for the above is pamphlet, "In Time of Emergency," Georgia Department of Education, Civil Defense Education, Atlanta, Georgia.	The student should understand that in any type of disaster, lives can be saved if people are prepared for an emergency and know what actions to take when it occurs.
There are many volunteer health organizations which are supported by contributions from the public.	Have students research the functions of the various volunteer health organizations in the local community. Report to class. Discuss in class how these volunteer organizations are financed. Have students write a paper on financing better health for all. Also discuss insurance plans and family budgets for health protection.	Students should be aware of the many volunteer agencies which provide health services and promote research in specialized fields.

nutrition & health

grade ten through grade twelve

LEARNING BLOCK FOUR

NUTRITION AND HEALTH

10-11-12

In building a strong, healthful body and maintaining it at a level which provides optimum functional power, nothing is as important as supplying the proper nutrients in the correct amount.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Adequate nutrition is essential for health throughout life.	Assign members of the class to review scientific data and answer the following questions. What is the function of food? What are the five essential nutrients which supply the body needs? List the best sources for each nutrient. How do we determine individual energy needs? What is a balanced diet? Discuss why the energy value of food is measured in calories. Discuss why the daily calorie needs of individuals vary with age and the nature of their activities. Have each student check the adequacy of his daily diet against the four food groups, milk group, meat group, bread-cereal group and vegetable fruit group. Discuss the contribution a type A school lunch will make to the total day's nutritive requirements. Show film (218), "Foods and Nutrition." - 11 min. Show film (127), "Fundamentals	The student should know that nutrients are derived from foods and supply the tissue requirements for energy, growth and repair and regulation of body processes.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	of Diet" - 11 min. Show film (4317), "Human Body: Nutrition and Metabolism." - 14 min.	
Researchers are constantly finding new nutritional information that will improve health.	Assign student to research the topic, "Agricultural Science has increased the quality and quantity of food." Have a group research and report to class how government inspection of food ensures safer products. Discuss why boys and girls are taller than their ancestors. Assign students to write papers on why the prime cause of world health problems is the basic human need for adequate food. Write some United Nation's organization for information on their current program in food and nutrition. Have student investigate the nutrition services offered by various federal, state and local programs. Discuss the responsibility of official health departments for sanitary handling of foods. Discuss the responsibility of individual citizens for reporting unsatisfactory products and unsanitary practices.	The student should know that agricultural science has increased the quality and quantity of food, and the food industry prevents contamination and deterioration of foods by special processing techniques.
Foods of equal cost may be different in nutritive value.	Discuss difficulties low-income groups encounter in securing an adequate diet. Discuss the cost of food in relation to nutritional value and relative costs of food which contain comparable nutrients. Have student volunteers set up two shopping carts of food. Compare adequate food values of relatively	The student should know that nutrition may be secured for low-income families through wise and economical food budgeting and buying. Economical buying involves consideration of unit cost, amount of waste and nutrients supplied by food.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	equal cost. Discuss some "best buys" of foods. Secure and use Dairy Council "Comparison Cards." Compare the nutrients received from milk and soft drinks, from fresh vegetables and candy.	
Energy intake and energy expenditure relate directly to body weight and its control. Excess food intake results in an increase in weight. Excess units of energy burned above food intake results in a decrease in weight.	Discuss the facts of weight gain, weight loss and weight stability as it relates to food intake and energy expended. Discuss and demonstrate methods of determining desirable weight ranges for people with differing body builds, sex and age. Assign each student to determine his recommended weight for his height and type of body build. Have a student contact the agent of a life insurance company and request weight charts. Write to AMA-NEA, 1201 16th Street, N. W., Washington, D. C., and request "Growth Records Charts." Review glandular irregularities and hormone imbalances as they effect weight control. Itemize on chalkboard and discuss health hazards which accompany obesity. Discuss the esthetic and social benefits of maintaining desirable body weight. Discuss drugs used in weight reduction attempts. Have students bring in advertising on weight reduction. Discuss regular, vigorous exercise is an aid in weight control. Show film (1786), "Balance your Diet for Health and Appearance." - 11 min. Show film (686),	The student should understand the simple processes of weight loss, weight gain and weight stability. He should determine a desirable weight range and eat in such a way so as to maintain a healthy body weight.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	"Obesity--Problems of Fat Formation and Overweight." - 12 min.	
Some food and nutrition fads may contradict sound principles of good nutrition.	Discuss and list on the chalkboard current food fads. Assign student research into specific food fads. Have class develop posters and displays which expose food fads. Discuss the value of chewing versus drinking all vegetables in liquid form. Have a student write a paper and compare the cost of so-called "health foods" with regular foods which offer similar nutrients. Review and graph the daily needs for vitamins, minerals, proteins, fats, carbohydrates and water in the diet of teenagers and adults. Invite in a dietitian to discuss "fact versus fancy" about foods and food fads. Discuss how some Americans are consuming too many vitamins. Have student write to the Food and Drug Administration and request "Beware of Health Food Peddlers," reprinted from American Magazine.	The student should understand basic nutrition and recognize food fads which are being promoted locally and understand the truth about them.
Good nutrition during teen years prepares a woman for healthy childbearing years.	Discuss nutritional requirement before and during pregnancy. Discuss how the fetus depends on mother's diet to provide building materials for its growth. Read Be Good to your Baby Before it is Born - March of Dimes.	The student should know that nutritional status affects health for years to come.

personal, family, school & occupational living & health

grade ten through grade twelve

LEARNING BLOCK FIVE

PERSONAL, FAMILY, SCHOOL AND OCCUPATIONAL LIVING AND HEALTH

10-11-12

As far back as historical records go, the home and family have constituted the center of human living. Health is probably the most personal factor in human living. The organization of modern American life and its increasing urbanization are gradually changing the family's role in the present-day United States. This block will provide concepts and knowledge as to the role of the family in our culture, how family members came into being, how they grew and developed as persons, and how they may contribute effectively to their present and future family life.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
The foundations for health are basically a personal matter, since future plans for success and happiness are based on the assumption of good health.	Discuss the goals of health education. Set up a panel of students to discuss personal hygiene. Assign a student to write a paper on the maintenance of good personal health, its dependence upon community health practices, and how it may be affected by aspects of world-wide health matters. Discuss values which are important to health and happiness. Discuss the importance of good grooming and health. Write a paragraph by beginning, "Good posture is important to good general health because ..." Discuss body needs in a carefully planned program of balanced living to insure good health. This would involve exercise, rest,	The student should be aware that good health is basic to the fulfillment of future plans and aspirations.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	relaxation, sleep, diet and worthy use of leisure time. Show film (4066), "Body Care and Grooming." - 17 min. Show film (531), "Exercise and Health." - 10 min. Show film (1123), "Personal Health for Girls." - 10 min. Show film (1114), "Personal Hygiene for Boys." - 10 min.	
The family is the basic unit of our society. It serves to perpetuate man, to fulfill human needs, and to transmit cultural patterns from generation to generation.	Examine the meaning and purpose of the family in our society through use of panel discussions, reading, research and resource personnel. Discuss the changing structure of the family in our society. Assign writing lesson on values and behavior standards learned from the family. Set up several situations concerned with parental decisions about behavior of children, such as dating, choice of friends, selection of clothing and sexual behavior. Summarize by developing a set of principles to help develop better parent-child relationships. Have student write to American Social Health Association, 1790 Broadway, New York, New York 10019 and request catalogue of posters, pamphlets and charts available. Show film (4869), "Getting Along with Parents." - 14 min. Show film (4008), "Parents are People Too." - 15 min.	The student should understand the importance of the family in our society and the potential contributions of each member to its success. He should also show increasing respect for his family, recognizing its strengths, its problems and appreciating the importance of family standards and guidelines.
In our culture, dating, going steady and engagement are significant phases in the selection of	Give creative writing assignments on the subject of admirable individuals who have influenced students'	The student should be aware that the process of dating, going steady, and even being engaged can also be a

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
a life partner. Mature love is a major factor contributing to the choice of a life partner.	behavior. Have panel discussions on such subjects as romantic and mature love; love at first sight; a definition of love; how a person knows he's in love; love as a concern for another; ways to cope with undesirable behavior of a date; the purposes of the premarital physical examination; the concern of society for the early marriage; and important consideration in choosing a mate. Show film (4010), "Are you Ready for Marriage?" - 16 min. Show film (4023), "Marriage is a Partnership." - 17 min.	period of discovering and accepting the faults of another, who may be a potential lifetime partner. The student should also be aware that his own sexual standards will affect his life as well as the lives of others.
Many different political, philosophical, religious and cultural beliefs may influence patterns of sexual behavior.	What are existing laws in Georgia related to sexual behavior? Call in a resource person to explain how varying religious groups determine standards of sexual behavior. Have a group of students study and research cultures and subcultures in society to better understand different standards of conduct in sexual behavior. Have class reports on the following subjects. What are the effects of an interfaith marriage? What are the social forces affecting the stability of the family? In a small group, discuss what morality is. Does it change? What social pressures operate to influence sexual expressions? Review and analyze current movies regarding effect on social values.	The student should realize that there are various standards of sexual behavior in our society and respect the right of others to have different beliefs and opinions.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Each individual, as a member of a family, community, state and nation, has a responsibility for raising issues and coping with world-wide problems of human relationships.	Assign a research committee to report to class on the responsibilities that individuals and society have in coping with issues and problems such as population control, abortion, venereal disease, contraception, prostitution, illegitimacy, and family breakdown. How can education help to solve the above problems? Invite resource people from various agencies of family living to discuss functions, responsibilities and problems of the family in our society and to outline the assistance that is available to families in need. Invite resource personnel to discuss effect of alcohol and drugs on one's behavior, including sexual behavior. Show film (1.849), "A Quarter Million Teenagers." - 18 min. Review pamphlet: "Viewpoints - Health Education - Venereal Disease" Curriculum Development Division, Georgia Department of Education.	The student should realize that each individual has a responsibility to help make the community a better place to live. He should demonstrate willingness to take an active role in facing issues and solving problems for human betterment.
Each individual should understand the anatomical, physiological and psychological functions of human reproduction, and that there are similarities and differences between human and animal reproduction.	Debate the question, can man create life? Discuss the question, "Do all types of maturity, such as physical, emotional and social, proceed at the same rate?" Use charts to study the family life cycle. Review the anatomy and physiology of the male and female reproductive system. Invite a biologist or geneticist to discuss the importance of studying chromosomes, family history, heredity, etc. Discuss genetic concepts important for young people planning to marry. Have school nurse	The student should realize that the creation of new life is one of nature's greatest miracles. He should understand the stages in the family life cycle.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	present a unit of study on child care and development. Motivate students to gain experience in child care by working with younger children. A visit to a day nursery, headstart, or kindergarten for observation may be substituted for the above project. Show film (7386), "From Generation to Generation." - 30 min. (Order on separate order form and have countersigned by the superintendent) Show film (5461), "Girl to Woman." - 17 min. (Preview before showing, order on separate order form and have countersigned by the superintendent) Show film (TR 5460), "Boy to Man." - 17 min. Preview before showing. Show film (5452), "Human Reproduction." - 20 min. (Second Edition) Preview before showing, order on a separate form and have countersigned by the superintendent.	

safety
& first aid

grade ten through grade twelve

LEARNING BLOCK SIX

SAFETY AND FIRST AID

10-11-12

Although most accidents can be prevented, they are still the fourth leading cause of death in the United States. Carelessness is the greatest single cause of accidents. Safety is common sense. We must develop a "safety consciousness" and know the rudiments of first aid if we are to prevent accidents at home, work, play and on the streets and highways.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
The student should understand the great need for and the importance of adequate training in first aid. Proper first aid measures can reduce suffering, be instrumental in speeding up recovery, preventing permanent disability, and saving life.	Use the American Red Cross First Aid Manual as an outline and text to study first aid procedures for care of emergencies. Show film (538), "First Aid on the Spot." - 10 min.	The student should learn how to administer first aid to himself and others. He should understand that first aid includes only the immediate and temporary care given a victim of an accident or sudden illness until the services of a physician can be obtained.
Accidents may be prevented by knowing their causes and following safety precautions.	Have the class keep a record of student accidents. Discuss individual safety hazards such as impulsiveness, poor judgment, emotional tension, hostility and resentment. (Apply above to accident repeaters.) Study accidents in school buildings. Identify causes and discuss how the accidents might have been avoided. Assign student to write a paper on how behavior contributing to accidents may	The student should learn that accidents are caused by what people do or don't do in a particular environment and are the result of a combination of many circumstances. He should understand that we must utilize disciplines such as psychology, sociology, medicine, engineering, economics and statistics to become more knowledgeable in prevention of accidents.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	be a result of imitation, failure to follow directions, carelessness and inability to recognize hazards. Discuss what is meant by "accident prone" and developing a "safety consciousness." Contact local agencies for safety information such as traffic division of police department, automobile club, The National Safety Council and the school health office. Ask students to bring clippings or articles concerning accidents. Analyze how the accidents might have been prevented. Show film 4583 (1018), "How to Have an Accident in the Home." - 10 min. Show film (1.703), "Accidentally Yours." - 15 min. Show film (1.704), "Accidents Don't Just Happen." - 14 min.	
Environmental hazards may be removed or reduced.	List on chalkboard statistics which show the causes of deaths (other than automobile accidents) and the appropriate percentage for each group during a typical year. Discuss accidents on the farm. Prepare an emergency plan for evacuating a home in case of fire. Discuss how statistics show that a person is safer on the job than at home. Have students prepare lists of precautions to take when using firearms. Discuss important points to be observed when using a power mower. Secure	The student should understand that the principal cause of accidents other than motor vehicles are falls, fire burns, drownings, firearms, railroad crossings, poisons and miscellaneous factors.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	data on drownings and how to prevent them (American Red Cross local office for information). Discuss the organization and function of a school safety council. Show film (849), "Mouth to Mouth Resuscitation." - 12 min. Show film (1.901), "Your Clothing can Burn." - 13 min. Review pamphlet "In Time of Emergency," Civil Defense, Education Unit, Georgia Department of Education, Atlanta, Georgia. Discuss the proper use and care of chemical household and garden products.	
The automobile is a major factor in the life of everyone in our country, but use of the automobile is becoming increasingly hazardous.	Contact the highway patrol and driver education instructor to talk on safe driving. Discuss how most accidents can be attributed to human or driving error. Discuss how the automobile of tomorrow can and must be designed with added safety features. Discuss the benefits of seat belts. Discuss how time, money and human resources are lost through accidents. Discuss why all road signs and signals should be governed by uniform regulations from city to city and state to state. Secure pamphlets and other information regarding automobile safety from local and state agencies that control automobile safety.	The student should understand that knowledge, skill, proper attitude and development of a safety consciousness are paramount issues in traffic education.

social &
emotional
health

grade ten through grade twelve

LEARNING BLOCK SEVEN

SOCIAL AND EMOTIONAL HEALTH

10-11-12

Mental and emotional health is not just the concern of those who suffer from severe mental illness. Keeping mentally fit is as much of interest to everyone as is keeping physically fit. Deviations from normal or acceptable behavior range from very mild, transitory emotional disturbances to clinically defined, acute mental illnesses. Within this range, people attempt to cope with the problems of day-to-day living by reacting to environmental conditions in a variety of ways. In addition to those suffering from definable mental illness, countless numbers of people lead lives of desperation, insecurity and futility resulting from emotional difficulties that may not be recognized as such. Mental illness is regarded by many as the most important health problem in the United States.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
The World Health Organization defines health as "a state of complete physical, mental and social well being, and not merely the absence of disease or infirmity." WHO further adds that health is the right of all; that health is necessary for peace and security and requires the cooperation of all peoples and nations.	Discuss the importance of health in achieving one's desired goals in life. Ask students to write about ways to maintain their health now and in the future. Have panel discuss the responsibility of each person for his own health and the health of others. Discuss how more and more we live in one world! Diseases in one country spread to another. If poverty breeds ill health, it may be up to us to help our foreign neighbors. Discuss values which are important to health and happiness. Prepare a list of values which might add to happiness and another list of misguided values	The student should understand that the foundations for health are basically a personal matter since future plans for success and happiness are of necessity based on the assumption of good health. However, the maintenance of good, personal health is dependent upon community health practices and may be affected by certain aspects of world-wide health matters.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	in today's world. Discuss what total fitness is. Define mental health.	
Personality is a composite of one's total being.	Discuss the meaning of personality, mental health and behavior. Have a committee investigate the influence of heredity, environment, health and education on the personality. Have a panel on desirable personality traits. Discuss personalities in literature and other fields and the reasons for their behavior. Have class study the relationship between mental and physical health. Show film (2036) "Acting with Maturity" - 11 min. Show film (1231), "Improve your Personality." - 11 min.	The student should learn to attain a degree of emotional and social maturity which will enable him to adequately meet the demands of life.
Facing reality is one of an individual's biggest tasks.	List on the board and discuss the many escape mechanisms used by teens and adults to avoid facing reality. Divide class into groups to discuss what reality is. Have several students relate a personal experience which is typical of the way teens sometimes avoid facing up to reality in school, at home and in social contacts. Have a student define the following "mental mechanisms" and report to class. Rationalization Projection Repression Compensation Regression Identification	The student should understand that facing the problems of life openly and squarely is a giant step toward wholesome mental health.
A mentally healthy person accepts the differences in others.	Discuss what prejudice is. Investigate other cultures through reading	Students should try to understand and accept others who differ in

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	and interviewing foreign students; develop a list of values which belong to other cultures and compare to ours. Discuss how one affects other people's mental health. Have members of class discuss constructive and destructive criticism. Have class investigate the difficulties of truly objective criticism. List on blackboard the manners and qualities which you like to see in members of the opposite sex. Lecture on making and keeping friends.	interests, attitudes, tastes and appreciations.
There is a fine distinction between normal and abnormal behavior. We may consider behavior normal when a person can solve his problems or adjust to them, face difficult situations without frustration and turmoil, and live with a purpose.	Discuss the fine line between normal and abnormal behavior. Have students prepare a list of possible tensions in their lives. Discuss how to reduce tensions. Have group of students list and discuss specific examples of anxiety neurosis. Have students prepare a list of phobias. How may one overcome special phobias? Have several students write papers on the great achievements of men thought to behave abnormally. Show film (4564), "Emotional Stress." - 20 min. Have a panel discuss psychosomatic disturbances and illnesses as physical conditions resulting from emotional stress and tension.	The student should know that all people must face stress and resulting tension from time to time. Common causes of stress are family problems, occupational unrest, social relationships, financial problems and world unrest.
Psychoses are severe mental illnesses characterized by inability to cope with environmental situations and problems and loss of contact with reality.	Define psychoses. Discuss the usual causes of functional psychoses. Have each pupil prepare a chart listing types of psychoses and identify each by symptoms and characteristics. Have students clip articles	The student should understand that it is imperative for the general public to develop a constructive attitude toward mental illness and regard it in the same light as

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	from newspapers and magazines which illustrate facts about mental illness. Visit local health department and secure pamphlets and other information on mental illness.	other illnesses.
With the rise of psychiatry as an important branch of medicine and change in attitude of the public toward mental illness, the modern mental hospital has gradually replaced the asylum.	Research and discuss the incidence of mental illness in the United States, Georgia and the local community. Secure information from the Georgia Department of Human Resources describing a modern mental hospital. Have students survey facilities in local community for the care and treatment of mental illness. Investigate the laws relating to mental illness in Georgia. Discuss drugs and the treatment of mental illness. Have a panel of five members investigate and discuss the rehabilitation of mental patients with recreation and vocational practices and techniques. Discuss the fact that, while mental illness as such is not inherited, certain tendencies may be. Environmental influences are much more likely to cause mental illness. Show film (690), "Mental Health (Keeping Mentally Fit)" - 12 min.	The student should understand that vastly improved methods of diagnosing mental illness have led to more effective treatment and care of mental patients.

structure, function & care of the human body

grade ten through grade twelve

LEARNING BLOCK EIGHT

STRUCTURE, FUNCTION AND CARE OF THE BODY

10-11-12

The make up of the human body is a fascinating study for secondary school students. Students should understand and appreciate basic structure, function and developmental patterns of all living tissue. They should increase their knowledge about the sensory organs and their care. They should know the components of total fitness by being knowledgeable in regard to the functions of bones, muscles and joints as they relate to movement, appearance and general health. They should understand the potentials and limitations of the human body and appreciate the range of individual differences.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Bones of the body vary greatly in size and shape and in the functions they perform. Bone is a living tissue composed of various kinds of cells and structures surrounded by a matrix containing organic and mineral deposits.	Study an anatomical chart on framework of the body. Learn the principal bones. Discuss how bones are conditioned by usage. Have student research what the living parts of a bone include. Discuss the essential ingredients for building bones. Discuss bone fractures and classify fractures. Show film (1678), "Human Body: The Skelton." - 10 min.	The student should know that in addition to providing the body framework, bones are centers of corpuscle production, fat storage and mineral storage.
Bones interact with other bones at joints, which permits movement of the body framework.	List on a chalkboard the different kinds of joints, their location, structure and general use. Discuss why joints are susceptible to injury. Discuss sprains and dislocations. Demonstrate lifting a ten-pound weight from the floor; what joints are used? Analyze joints used in throwing	The student should know that joints are classified as freely movable, partially movable or immovable. Some provide freedom of motion or combine limited direction of movement and power. In other joints, movement is reduced for increased support or is sacrificed entirely to form a

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	a ball (shoulder girdle only). Show film (1678), "Human Body: The Skelton." - 10 min.	protective shield or cover.
Body movement depends upon a highly co-ordinated functioning of nerves and muscles.	Review the functions of the central and autonomic nervous systems. (Use wall charts or illustrations from textbooks.) Discuss how to form habits. Have a student athlete write a paper on the action of the cerebellum and medulla making it possible for an outfielder to catch a fly ball. Discuss what muscles do. Review the three types of muscles in the body and describe their functions. Demonstrate many sport skills and analyze them in terms of good body mechanics. Have a panel discuss why posture is the way an individual uses his body. Have panel demonstrate proper lifting, pushing, pulling, and ironing techniques. Discuss the values of competitive sports, both team and individual. Have students write a paper on how they would train to become fit and efficient in their favorite sport. Discuss participation in sports for proper use of leisure. Show film (572), "Improving your Posture." - 10 min. Show film (973), "Muscular System." - 11 min. Show film (268), "Nervous System." - 11 min. Show film (1445), "Posture in Motion." - 8 min. Discuss fatigue and effects on muscles and mind.	The student should understand that the nervous system is involved in all the activities of the body. Muscles supply the power to move the body. These are not self-starting, but need stimulus from the nervous system.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
Many of the problems associated with vision and hearing can be prevented through proper health practices.	Review and discuss the anatomy of the eye and ear. Show film (425), "Ears and Hearing." - 9 min. Show film (1704), "Ears: Their Structure and Care." - 11 min. Show film (269), "Eyes and Their Care." - 11 min. Show film (1899), "Eyes: Their Structure and Care." - 11 min. Conduct a class discussion concerning conditions in the home and school that produce glare and insufficient lighting. Demonstrate the use of the Snellen eye test. Discuss home lighting and televiewing. Have nurse demonstrate first aid procedures for injuries of the eye. Summarize the characteristics of diseases and disorders of the eye which require medical care. Demonstrate how the audiometer is used to test hearing. Have a panel discuss the services provided by professionals who care for vision and hearing. Assign student to research the diseases and disorders of the ear which require medical care. Discuss environmental noises as a causative factor in producing hearing loss. Discuss why periodic vision and hearing tests should become a regular part of a health care program.	The student should have a knowledge and understanding of visual and hearing disorders which should develop a positive attitude toward visual and hearing conservation.
Advances in science bring forth both solutions and	Assign reports on physiological benefits and/or problems of radiation,	The student should understand that progress has been made in

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
potential hazards to man's well being.	drugs, space travel, pollution and ocean floor research. Collect stories on medical breakthroughs and analyze before class. Discuss some unethical practices which have exploited the public. Have class survey private and public health services available in the community. Discuss how to secure recognized professional health services periodically and when needed. Show film (900), "Visits to the Doctor." - 11 min.	diagnostic and corrective devices to determine, attain or maintain body well being.

consumer health

grade ten through grade twelve

LEARNING BLOCK NINE

CONSUMER HEALTH

10-11-12

The student consumer today will be the adult consumer of tomorrow, and the patterns established early as a chooser and purchaser of medical products and services may be unconsciously carried into later life. The student must learn that scientific fact, truth and sound criteria must deal with half-truths, pseudo science, false concepts and outright quackery. The student should be cognizant of consumer organizations and governmental agencies which are endeavoring to help the purchaser spend money wisely and how to distinguish between useful and effective consumer products and those that may be useless or even harmful.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
There are many varieties of drugs and health products.	Have a student research and report on the role of the modern pharmacy in making or preparing medicines. Have a committee of three students visit a pharmacist and have him define the following terms: proprietary medicine, prescriptions, drugs, patent medicines and nostrums. Discuss criteria used in the selection of cosmetics. Discuss special health foods and food additives. Discuss why nearly all drugs have some side effects. Refer to "Viewpoints: Drug Use, Misuse and Abuse," Georgia Department of Education, Atlanta, Georgia 30334.	The student should realize that health products such as food, food additives, cosmetics, drugs and medications are often selected on the basis of hearsay, emotional feelings, past experiences, societal forces and pressures.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
When properly prescribed by a physician, modern tested medications are a great help to mankind.	Discuss how modern drugs can be bought cheaply by exercising good judgement. Have several students study the labels of drugs at home, and report on how these drugs could be dangerous. Discuss why it is advisable to ask into the background of a physician before accepting his services. Discuss the difference between "over the counter" drugs and prescription drugs. Have students learn the terms, amphetamine, antiobiotic, diagnostician, ethical drugs and proprietary drugs. Have members of class collect ads for medicines which are supposed to be cures. Evaluate ads, and place on bulletin board. Discuss why great care must be exercised in the selection of health products.	The student should understand that when any symptom of illness persists, one should see a physician to get the proper diagnosis and treatment.
An intelligent consumer should be aware of the unethical practices of individuals whose only aim is to make money.	Discuss the social, emotional and economic reasons why people go to quacks. Have a student research and report to class the areas of quackery such as food, drugs and devices. Write to AMA for materials on charlatans and quackery. Discuss existing ethical codes for the practice of medicine, dentistry and allied health professions. Discuss how and where to report illegal and unethical practices in medicine. How would you	The student should understand that quackery can be identified. The quack pretends to have medical knowledge and skills which he does not possess. He is a purveyor of worthless devices which are advertised to cure various diseases.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	identify a quack? Discuss how the person who buys the services of a quack is postponing proper treatment and risking death. Discuss so-called arthritis and cancer cures by quacks.	
Many agencies serve, protect and inform the consumer.	Review the basic law used to combat quackery, the Federal Food, Drug and Cosmetic Law of 1938. Have students contact the county agricultural extension and home demonstration agents regarding federal and state laws controlling labeling of products. Have students obtain information on laws from the Georgia Department of Human Resources. Discuss in class. Have students report on current rulings of the Federal Trade Commission and the Federal Communications Commission in the regulation of advertising. Discuss federal departments which protect the consumer against mail fraud. Have a student write the American Medical Association and ask for consumer health information. Discuss why it is necessary to have a seal of acceptance on dental products. Discuss how the national and local better business bureaus protect the consumer. Have students obtain sample copies of consumer publications. Have students investigate the meaning and requirement of the seal of approval of *Good Housekeeping*, the seal of commendation of *Parent's Magazine* and other certification labels on products. Discuss.	The student should know that organizations and laws have been developed by society to protect the health of the individual and the community.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
You should select a doctor who takes an interest in you and in whom you have complete confidence.	Have class develop reports on health personnel including qualifications, training, license and services they perform. (Refer to pamphlet, Health Careers in Georgia, Georgia Department of Education). Have class develop criteria for selecting a qualified physician or a dentist. Develop and discuss criteria for recognizing medical frauds and quacks. Write a paper on where to seek health information when one has a health problem. Make a list of some of the various medical specialists in your community.	The student should understand that, in lieu of the family physician, who has been replaced, it is well to turn to a diagnostician or internist who often makes appropriate referrals. Such a physician will treat patients as total persons and be concerned with total health.
Medical care is an important part of the national and family budget. About five per cent of one's lifetime income is spent for health and medical care.	Have students become familiar with the various types of medical care insurance. Discuss voluntary health insurance and compulsory health insurance. Have students check with parents to see if students have health or accident insurance; if so, does student carry identification. What information should a health insurance identification card contain? What is medicare, medicaid, Blue Cross and Blue Shield insurance? Have class check newspaper and magazines to secure information on bills before Congress on national insurance coverage. If students live in an industrial community, have them find out what kind of	The student should appreciate and realize the need for accident, health and hospitalization insurance programs.

CONCEPT	LEARNING ACTIVITIES	DESIRABLE OUTCOME
	health insurance is available for industrial workers.	

chapter 3

integration and correlation of concepts in a sequential unit

INTEGRATION AND CORRELATION OF CONCEPTS IN A SEQUENTIAL UNIT

*Basic Area: The Use and Abuse of Tobacco

Concept: The use and effects of a mood and behavior modifier results from a complexity of factors.

Level A - Grades 7-8

Subconcept: Tobacco is a significant health and social issue in our society.

Smoking is a common practice in many parts of society.
- Current consumption
- Different forms and uses of tobacco

Level B - Grades 9-10

Subconcept: Use of tobacco results from and leads to health and social problems

The effects of cigarette smoking vary with the individual.
- Physiological effects
- Physiological and sociological considerations

Level C - Grades 11-12

Subconcept: The use and misuse of tobacco raises significant health and social questions.

One must consider several factors in his decision to smoke or not to smoke.
- Nonsmoking considerations
- Smoking considerations

Identifying the facts and fallacies about cigarette smoking is often difficult.

There is a responsibility in being a cigarette smoker.

Political and economic considerations have an important bearing on the tobacco industry.

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*Adapted from Secondary School Health Education Guide, Bulletin 691, Texas Education Agency, Austin, Texas, 1970.

*BASIC AREA: THE USE AND ABUSE OF TOBACCO

CONCEPT: The use and effects of a mood and behavior modifier results from a complexity of factors.

LEVEL A - Grades 7-8

SUBCONCEPT: Tobacco is a significant health and social issue in our society.

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
Smoking is a common practice in many parts of society		Why do your parents smoke?		Put on a puppet show depicting good and bad effects of smoking.
Current consumption Family smoking habits	Do many people smoke?	Why or why not?		
		How do you feel about cigarette smoking?		Take a classroom survey of students and ask them to find out whether or not their parents smoke. Brothers. Sisters.
	Why do people continue to smoke in the face of continued health threats?			
				Organize a class discussion on why people smoke.
	Do people smoke because their parents smoke? Why or why not?			Show film to class on extent of smoking and discuss implications.
		Are more women smoking? Explain, Are more men quitting? Explain.		Break class up into small groups to suggest reasons why people at different age levels smoke.

BASIC AREA: THE USE AND ABUSE OF TOBACCO

LEVEL A - Grades 7-8
SUBCONCEPT: Tobacco is a significant health and social issue in our society.

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
	What would you tell your younger brother or sister about smoking?			Ask students to prepare statements on what they would tell their brothers and sisters about smoking. Categorize these statements.
Adult influences outside the home	Should teachers, physicians, and coaches tell young people not to smoke and then smoke themselves?			Show film emphasizing the exemplary role of adults and then distribute companion pamphlet material as a basis for discussion.
	Do teachers, physicians and coaches smoke as much as other adults? Explain your answers.			Ask a prominent community figure to speak before the class on the harmful effects of smoking to health and athletics.
	Do these people influence your smoking attitudes? Practices? Explain why and how.			Discuss the concept of "Do as I say, not as I do."

BASIC AREA: THE USE AND ABUSE OF TOBACCO

LEVEL A - Grades 7-8

SUBCONCEPT: Tobacco is a significant health and social issue in our society.

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
				Distribute pamphlets to the students; have them take them home and ask their parents to read them and get their reaction to the pamphlet; follow up with class discussion.
	Do the smoking habits of nationally known figures have an effect on the habits of teenagers?			
Smoking among youth	Why do young people smoke or not smoke? How many young people smoke? Why do young people continue to smoke?			Show film emphasizing contemporary effects of smoking and reasons teenagers smoke. High points should be discussed in class. Distribute pamphlet materials on why young people smoke. Have debate on pros and cons of smoking.
Availability of cigarettes	How difficult is it for teenagers to get cigarettes? At what age do most teens get them? Why is it against the law to sell cigarettes to minors? Is the law enforced?			

BASIC AREA: THE USE AND ABUSE OF TOBACCO

LEVEL A - Grades 7-8

SUBCONCEPT: Tobacco is a significant health and social issue in our society.

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
	What are the regulations regarding selling cigarettes to minors?			Have a student trace the laws regarding selling cigarettes to minors in Georgia. Discuss ways of enforcing cigarette purchasing laws.
Different forms and uses of tobacco . pipe . cigars . chewing tobacco . cigarettes . snuff	What are the differences in the effects of cigarettes?, pipes?, cigars and snuff?			Have students draw cartoons of people while they are smoking. Discuss.
	Has there been an increase in the production and sales of cigars? If so, why?			Teacher or students make a bulletin board display of history and uses of tobacco as a basis for discussion in class.
	Why have cigars appeared in new forms?			
				Have student research sales of cigar industry. Use as basis for discussion of changing smoking habits.

*BASIC AREA: THE USE AND ABUSE OF TOBACCO

CONCEPT: The use and effects of a mood and behavior modifier results from a complexity of factors

LEVEL B - Grades 9-10

SUBCONCEPT: Use of tobacco results from and leads to health and social problems.

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
The effects of cigarette smoking vary with the individual.				
Physiological effects	What are the immediate harmful effects of smoking?			Ask adult volunteers to help demonstrate the immediate effects of cigarette smoking in an experiment.
Immediate	What are the immediate beneficial effects of smoking on the body?			
increased pulse rate increased blood pressure shortness of breath lowered peripheral skin temperature	What does smoking do to the circulatory system? Respiratory system? How does cigarette smoking affect the nervous system and fatigue and endurance?			. Take oral temperature for three minutes . Take blood pressure for three minutes.
Long term	What diseases and disorders are associated with long-term cigarette smoking?			This procedure should be followed before, during, and after smoking.
cancer respiratory diseases emphysema chronic bronchitis	Why do people continue to smoke in view of health evidence against smoking?			

BASIC AREA: THE USE AND ABUSE OF TOBACCO

CONCEPT: The use and effects of a mood and behavior modifier results from a complexity of factors.

LEVEL B - Grades 9-10

SUBCONCEPT: Use of tobacco results from and leads to health and social problems.

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
. Heart and circulatory diseases	Why do adults who smoke encourage teenagers not to smoke?			Ask a competent resource person to visit class and discuss health implications of smoking. It might be necessary to have one or more students interview a physician or other such person who would be too busy to speak to several classes.
. Digestive disorders	Why are filters necessary if there are no harmful ingredients in cigarettes?			
. Minor ailments	Are filters effective? Explain.			
. Susceptibility to colds	Why are longer cigarettes more harmful than the shorter cigarettes of the same brand?			
. Chronic cough	Why are the cigarettes with effective filters unpopular?			Show films from American Cancer Society, National Tuberculosis and Respiratory Disease Association, American Heart Association, and United States Public Health Service on the relationship of cigarette smoking to cancer, chronic bronchitis, emphysema, and other ailments.
. Halitosis				
. Sinusitis				
. Reduction in endurance				
. Tobacco amblyopia				
Psychological and sociological considerations	Are the reasons for beginning and continuing the cigarette habit the same? Explain.			
Motivations for starting to smoke	What effect do the health warnings have on long-term smokers?			Have students draw exaggerated cartoons showing the effects of smoking

BASIC AREA: THE USE AND ABUSE OF TOBACCO

CONCEPT: The use and effects of a mood and behavior modifier results from a complexity of factors.

LEVEL B - Grades 9-10

SUBCONCEPT: Use of tobacco results from and leads to health and social problems.

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
. group pressure . curiosity . boredom . status	What effect does the warning label have on smokers or nonsmokers? Do people smoke more when they are around others? If so, why?			such as bad breath, dull appetite, stained teeth and skin, and shortness of breath. Discuss these with class and then post in halls on exhibit.
Motivations for not starting to smoke . athletics . health . economics . pride . example to others	How does group pressure influence teenage and adult smoking practices or nonsmoking practices? Why should a person pride himself in being a smoker, a nonsmoker, or an ex-smoker?			Secure "Smokey Doe" from State Health Department. Remove artificial lung to demonstrate residual carbons left on filter after smoking.
	How can a teenager be an example to someone else?			If possible, ask a former smoker who has suffered permanent damage from cigarette smoking to speak to the class.
Motivations for continuing smoking . stimulation . relaxation . handling . crutch	Can the nonsmoker derive these same benefits in other ways? If so, how?			Make a bulletin board display of pamphlet material about smoking.
				Have poster contest on the health aspects of smoking.

BASIC AREA: THE USE AND ABUSE OF TOBACCO

CONCEPT: The use and effects of a mood and behavior modifier results from a complexity of factors.

LEVEL C - Grades 11-12

SUBCONCEPT: The use and misuse of tobacco raises significant health and social questions.

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
One must consider several factors in his decision to smoke or not smoke.				
Nonsmoking consideration	How does cigarette smoking affect personal appearance?			
Immediate effects . athletic performance . stained teeth and fingers	What is the economic cost of being a smoker?			Have a student make an oral report to the class on what the cost of cigarette smoking is to the regular adult smoker for a year and a lifetime.
	How do the prospects of a healthy future of a nonsmoker compare with those of a smoker?			
	What are the advantages of being a nonsmoker?			Panel discussion on the social aspects of being a smoker or nonsmoker.
	Are there advantages of being a smoker?			
	How does smoking affect athletic performance?			
Long-range effects				
. lung cancer . chronic respiratory ailments	Are the possibilities of a disabling or fatal disease important to the teenager? Discuss.			Invite a physician to class to discuss the possible future health implications for the nonsmoker and smoker.
	Does the public need protection against such advertising?			

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BASIC AREA: THE USE AND ABUSE OF TOBACCO

CONCEPT: The use and effects of a mood and behavior modifier results from a complexity of factors.

LEVEL C - Grades 11-12

SUBCONCEPT: The use and misuse of tobacco raises significant health and social questions.

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio Cultural	
Smoking considerations Factors influencing starting to smoke	Why are reasons for starting and continuing the smoking habit different? Why do people ignore the health risks? What are teenage attitudes with regard to smoking?			Conduct a symposium concerning cigarette smoking (for desirable results, it is suggested that the program should be student-led and student-oriented). Discuss with the class how reasons for starting to smoke and continuing to smoke might be similar but also be different. In cooperation with the English-journalism teacher, sponsor a poster campaign for the students. Use most original ideas in student hangouts in the community and in secondary schools.
Factors influencing continuing the habit	Is quitting possible? Difficult? What enables some people to successfully discontinue the smoking habit while others do not? Why do some people say, "It is easier never to have started than it is to quit."			Invite an ex-smoker to class and have him talk about his habit and how he broke it.
Identifying the facts and fallacies about cigarette smoking is often difficult.	What do the cigarette advertisements say?			Show film from American Cancer Society designed for habitual smokers primarily.

BASIC AREA: THE USE AND ABUSE OF TOBACCO

CONCEPT: The use and effects of a mood and behavior modifier results from a complexity of factors.

LEVEL C - Grades 11-12

SUBCONCEPT: The use and misuse of tobacco raises significant health and social questions.

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
	Does the public need protection against such advertising?			Have students make up mock cigarette commercials. Bring them to class and discuss.
	How does cigarette advertising influence smoking behavior?			Have students bring advertisements for cigarettes to class and discuss.
				Show film depicting the exploitation of advertising on students' needs. Discuss implications in class.
	What is the Surgeon General's Report of 1967, *The Health Consequences of Smoking*? Compare the statistics in it with figures on smoking in Great Britain.			Conduct a quiz to identify misconceptions about advertising, health, and cigarette smoking.
	What was the old warning label on cigarette packages? How was it changed?			
	Why are tobacco advertizers being forced to display the cigarette warning in their ads?			Have students try to determine how tobacco ads are aimed at them. Ask students how advertising affects them. Ask them to suggest the reasons for these appeals and their effectiveness. Do the same for the antismoking commercials.
	What is the latest Federal Communications Commission ruling on cigarette advertising?			
	What forces in our society are aimed at promoting and controlling tobacco use?			

BASIC AREA: THE USE AND ABUSE OF TOBACCO

CONCEPT: The use and effects of a mood and behavior modifier results from a complexity of factors.

LEVEL C- Grades 11-12

SUBCONCEPT: The use and misuse of tobacco raises significant health and social questions.

CONCEPT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio-Cultural	
There is a responsibility in being a cigarette smoker.	What are the responsibilities of the smoker to himself, his family and the community?			Have the class debate on what being a smoker or nonsmoker enables one to do.
. individual . family . community	What are the effects of adult smoking habits on young smokers? What does a nonsmoker image mean? What does being a nonsmoker enable one to do? What does being a smoker enable one to do?			Suggest the establishment of a nonsmoking image among your particular group of teenagers. Ask students for slogan ideas demonstrating a nonsmoking position. Make use of such slogans throughout the school and the community.
	How can senior high school students influence younger children not to smoke.			Utilizing the exemplary role, ask students to speak to elementary school children about cigarette smoking. (You will find that even smokers will encourage younger children not to smoke; it may also have some boomerang effects on them.)
	How can a nonsmoking image be created in the high school?			Establish an anti-smog club in school to create a nonsmoking atmosphere and image.

BASIC AREA: THE USE AND ABUSE OF TOBACCO

CONCEPT: The use and effects of a mood and behavior modifier results from a complexity of factors.

LEVEL C - Grades 11-12

SUBCONCEPT: The use and misuse of tobacco raises significant health and social questions.

CONTENT	MOTIVATING QUESTIONS			LEARNING EXPERIENCES
	Physical	Mental-Emotional	Socio Cultural	
Political and economic considerations have an important bearing on the tobacco industry.	Why are the tobacco industries now diversifying? What parts do different government agencies play in growing, promoting, and regulating tobacco? What influences do lobby groups have on the above? Why do the attitudes toward tobacco vary in different parts of the country?			Have members of the class compose a letter to their congressman and ask his opinion on why the federal government supports the tobacco industry on the one hand, and supports research to combat smoking on the other hand. Have the class debate the pros and cons of the above question.

SUGGESTED BIBLIOGRAPHY[1]

*Teacher Source

**Student Source

Books

Level

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---

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American Association for Health, Physical Education and Recreation,
1201 16th Street, N. W., Washington, D. C. 20036.

American Cancer Society, Georgia Division, 2025 Peachtree Road, N. E.,
Atlanta, Georgia 30309.

National Clearinghouse for Smoking and Health, U.S. Public Health
Service, 4040 North Fairfax Drive, Arlington, Virginia 22203.

National Congress of Parents and Teachers, 700 North Rush Street,
Chicago, Illinois 60611.

Roswell Park Memorial Institute, 666 Elm Street, Buffalo, New York
14203.

Georgia Heart Association, 2581 Piedmont Road, N. E., Atlanta,
Georgia 30324.

Georgia Tuberculosis and Respiratory Disease Association, 1383
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appendices

APPENDIX A

AAHPER Position Statement

A UNIFIED APPROACH TO HEALTH TEACHING

Health education--particularly that aspect identified as health instruction--is of greater concern in contemporary society than ever before. The variety of choices and decisions to be made by the individual and society have multiplied in number and increased in consequence. Sporadic educational efforts, isolated "once-a-year lectures," in a haphazard or "spur of the moment" fashion, are both difficult to administer and virtually ineffective. A unified approach to health teaching--that is, a planned, sequential curriculum in health education throughout the school years--is necessary to help attain the objective of education, the healthy, educated man.

Discussion

Today many people enjoy a higher level of health and a greater life span than ever before. This has been brought about primarily through the development of new drugs, research, better public health programs, improved medical care, and health education. In spite of these advances in medicine and personal well-being, millions of people are not living at their optimal level of health. Modern patterns of living have intensified health problems such as heart disease, obesity, cancer, mental illness, alcoholism, drug addiction, and venereal disease. Moreover, some of these diseases loom larger than before because of our aging population.

In their enthusiasm to find solutions to existing health problems and most immediate needs, many official and voluntary health agencies and organizations have developed teaching materials especially for school use. Both official and voluntary agencies are to be commended for making these teaching aids available to schools. Many are well planned and have been most helpful in filling a void. However, the number of health problems deserving special consideration in the curriculum has become so great that these very teaching aids and materials often interfere with the development of a comprehensive and sequential health instruction program required to meet the many health needs and problems of today's children and youth.

School administrators, in the absence of well planned health instruction, and in their willingness to cooperate with local groups, have incorporated these materials in their curriculum. This is especially true when pressure builds in a community to have the schools "do something" about drugs, sex, smoking, and alcohol. This results in the hastily scheduled two-week unit or one-lecture type of health offering to cover a specific problem--a problem "shot down" this year and forgotten next year in order to concentrate attention on something else. This kind of scheduling may lead to overemphasis on a health problem or it may be responsible for the neglect or omission of a number of other pertinent health problems. Health instruction, to be effective, must be on a continuing basis and not a crash program.

Recommendations

In view of the need for a comprehensive program of health instruction, it is recommended that:

1. There be a unified approach to health teaching, a program of health instruction organized and scheduled in such a way that there is scope and sequence through the school years (K-12).
2. A program of curriculum development be undertaken which will involve (a) the identification of specific courses with content, learning activities, and evaluation activities and (b) coordination and integration with other subject matter areas.
3. The health curriculum be developed by school personnel and curriculum directors who work closely with the lay public, with individuals from the voluntary and official health agencies, and with consultants from the state and national level when available.
4. Those who teach health be specifically prepared and have a genuine interest in the field of health education.

This statement, prepared by a committee of the School Health Division, was approved by the School Health Division Executive Council and officially approved and endorsed by the AAHPER Board of Directors.

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APPENDIX B

SECTION II
STANDARDS FOR PUBLIC SCHOOLS
(SCHOOL SECTION)

CRITERIA BASED UPON STATE BOARD POLICY - Standard 12

BR ____ 210. Health education, as a discrete subject, is required of all students in secondary schools for graduation. (Schools may meet this criterion by requiring either one semester in the eighth grade or one quarter in grade eight and one quarter in any grade 9-12). N/A if the school does not contain grade 8 or above.

BR ____ 211. Health education includes annual instruction in the potential hazards of tobacco, alcohol and drug use, misuse and abuse. This instruction must be given in grade five and in each subsequent grade or it may be begun on a lower grade level at the discretion of local school officials. N/A if the school does not contain grade five or above.

BR ____ 212. Every student in kindergarten through grade eight is enrolled in health and physical education for a minimum of 30 minutes daily. N/A if the school does not contain any of the grades one through eight.

BR ____ 350. Good sportsmanship, fair play and wholesome relationships are observable in all physical education instruction and athletic events.

SCHOOL PLANT (Equipment, facilities, operation and site) - Standard 17

The school plant is adequate for the program offered and the enrollment housed. It has the necessary classrooms, laboratories, library facilities, space for physical education, and food service facilities, and the site is landscaped to enhance aesthetic values.

RATIONALE: For a school program to function with maximum effectiveness, the physical plant in which it is housed should be planned to meet the special needs of the program and designed to meet the minimum standards required by the State Board of Education. The school plant provides physical facilities to support the total educational program and provide for the health, comfort, and safety of children and staff.

BR ____ 271. Proper operation of all instructional equipment is maintained. (The evaluator may use judgment as to the application of the word "all.")

BR ____ 273. The school maintains clean and attractive halls, classrooms, restrooms, and grounds.

CRITERIA:

E ____ 281. The playground has been developed and equipped to provide safe, protected play areas free from all hazardous objects.

E ____ 282. The maintenance and custodial staffs are provided with the space, equipment, and utilities essential to insure clean, safe, and functional working conditions for all children and teachers.

CURRICULUM - Standard 22

A comprehensive school program is available to all students.

RATIONALE: A comprehensive school provides an instructional program which meets the abilities, needs, and interests of all students served by the school. A comprehensive program of studies offers in addition to common learnings and basic education skills, a variety of choices leading to occupational preparation either at the high school level or post-high school level.

GENERAL CURRICULUM REQUIREMENTS

HEALTH AND PHYSICAL EDUCATION

E ____ 360. A certificated physical education instructor teaches all physical education activities.

E ____ 361. No physical education class exceeds 40 students enrolled.

E ____ 362. A special program is provided for those students who are physically handicapped.

E ____ 363. There are experiences that develop the motor skills of walking, running, jumping, climbing, bending, stretching, and the more complex variations and contributions of these basic movements, rhythms, group activities, games and self-testing activities.

E ____ 364. Instruction of girls and boys is by a professionally certificated, physical education teacher of the same sex as the students being taught. N/A for elementary schools

APPENDIX C

DESCRIPTION OF CHILD HEALTH RECORD
FORM HC 4.1, REVISED 8/60

This card is designed for use in the school and is used as a method of obtaining from the parent a health history and other information concerning the individual child. Such information might be of use to the school in meeting the needs of the child.

It is suggested that the parent be given the card at the time of preregistration in the spring (in those school systems where preregistration of first grade children is held) in the fall at time of entrance, or when children transfer from another school. The front side of the card is to be filled in by the parent before presentation to the physician. The card is to be taken to the doctor at the time of physical examination, and the doctor is to list his findings thereon.

There is a place for immunizations, and it is hoped that the doctor will fill this in. In some instances where the immunizations have been done by the public health department, this portion will have to be filled in by the parent with the assistance of the public health nurse in the local health department.

It is hoped that the physician will make recommendations concerning the child's ability to participate in the usual physical education and school sports program. Where physical handicaps exist, the physician should make recommendations as to how the school might be most helpful to the child.

This card is a medical record and it is the responsibility of the principal and school nurse or public health nurse to decide where it can be filed appropriately. Some nurses may have offices in the schools with files available to them; others will prefer to use the public health department files for this record. When the card is filed in a location other than the school, it becomes the nurse's responsibility to keep school officials aware of significant medical and/or nursing recommendations and to assist in recording this information in the appropriate place within the school ("Teacher's Health Observation Card" and/or "Students Accumulative Record").

It is recognized that this card provides space for only one physical examination, but to be fair to the physician and parent, one complete card is needed. For those children having other periodic examinations, a plain sheet of paper may be used for this, or additional HC 4.1 forms as desired.

APPENDIX D

CHILD HEALTH RECORD

(This side to be filled in by parent before presentation to physician.)

School ____ Grade ____ Year ____ County ____
Name ____ Birth date ____ Age ____ Sex ____ Race ____
Address ____ Parent or Guardian ____ Phone ____
____ Religion ____
Number of adults 21 yrs. and older in the home ____; children ____. Diseases in the home at present or in past: (TB, mental illness, etc.)
____

Past Illnesses

(Check–giving approximate dates.)

Frequent colds ____
Frequent sore throats ____
Sinusitis ____
Abscessed ears ____
Bronchitis ____
Asthma ____
Allergies ____
Serious ivy poisoning ____
Operations or serious injuries (specify) ____
____
____

Stomach upsets ____
Kidney trouble ____
Heart trouble ____
Rheumatic fever ____
Convulsions ____
Tuberculosis ____
Diabetes ____
Other (specify) ____
____
____
____

Diseases

	Date
Chicken pox ____	____
Measles (kind) ____	____
Mumps ____	____
Scarlet fever ____	____
Poliomyelitis ____	____
Whooping cough ____	

Other illnesses or diseases or details of above ____
____

Parent's Comments

Behavior ____
Fainting ____
Menstruation ____
Bed wetting ____
Other (specify) ____

GEORGIA DEPARTMENT OF PUBLIC HEALTH
Form HC4.1; Revised 8-60

Physical Examination

(By Licensed M.D.)

Date of examination ____________________

Height ____________ Weight ____________

Musculoskeletal ____________________

Skin: Scabies
Athlete's foot
Impetigo
Other

____

Eyes ____________________ Vision: R 20/______ L 20/______
Ears ____________________ Hearing ____________
Nose ____________________
Throat ____________________
Teeth ____________________
Heart ____________________
Lungs ____________________
Abdomen: Genitalia
Hernia

____

Urinalysis ____________________
Other lab tests ____________________

Immunizations

	Date primary series completed	Date of last booster
Diphtheria		
Pertussis		
Tetanus		
Poliomyelitis		
Smallpox		
Other (specify)		
Tuberculin test	Date	Result

Physician's Comments and Recommendations

This person is in satisfactory condition and may engage in all usual activities except as noted:

____________________ M.D.

Address ____________________

____

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APPENDIX E

DESCRIPTION OF TEACHER'S HEALTH OBSERVATION CARD, HC 4.2

The "Teacher's Health Observation Card" serves as a guideline for observing children in order to gain insight into their physical and emotional health. Focusing on a child's appearance, behavior and performance, teachers recognize that children are different in many ways.

By carefully recording observations, teachers can gather data which may identify a child's need for assistance by the teacher, nurse and/or others. Recorded observations from year to year also allows each teacher to be aware of a child's special health needs.

The space for "Notes on Follow-Up" serves as a place to record pertinent data on the planning of care and follow-up received by the child. Results of the teacher's consultation with the nurse and others should be recorded here also.

This form can be ordered from the State Health Department through the local health department.

Georgia Department of Public Health
Child Health Service
March, 1971

APPENDIX F

TEACHER'S HEALTH OBSERVATION CARD

________________ COUNTY

________________ SCHOOL

NAME ______________________________ M___F___W___NW___DATE OF BIRTH__________
(PRINT) LAST FIRST MIDDLE

ADDRESS ____ PHONE__________
NO. STREET CITY COUNTY

PARENTS' NAME ______________________________ FAMILY DOCTOR ______________________________

SCHOOL GRADE	Kdg. or Sp. Cl.	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH
Date (Mo. and Yr.)													
RESULTS OF SCREENING:													
Height													
Weight													
Vision Test: Pass													
Fail													
Hearing Test: Pass													
Fail													
Tuberculin: Negative													
Positive													
Teeth: Good													
Work Needed													
GENERAL:													
Pale, Frail													
Tires Easily													
Irritable, Cross													
Attention Span Short													
Weight Problem													
EYES:													
Sties or Crusted Lids													
Crossed Eyes													
Frowns, Strains To See													
EARS:													
Malodorous Discharge													
Earaches													
Comprehends Poorly													
NOSE AND THROAT:													
Mouth Breathing													
Frequent Colds													
Frequent Sore Throat													
Nasal Discharge													
Frequent Nosebleed													
OTHER:													
Obvious Physical Defects:													

Georgia Department of Public Health
Form HC 4-2, Revised 1960

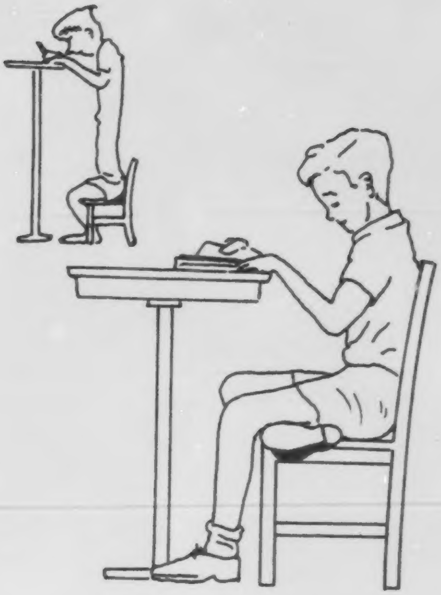
SCHOOL GRADE	Kdg. or Sp. Cl.	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH
Date (Mo. and Yr.)													
BEHAVIOR: 1. DOES HE SHOW VERY PECULIAR BEHAVIOR, SUCH AS: - Twitching or other strange mannerisms which he does not seem able to control?													
- Often hurting other children without reason?													
- Destroying things so much that he has been put out of play or school group?													
- Extreme fear of anything new and always staying close to parents?													
- Complete lack of interest in anything, either people or surroundings?													
2. DOES HE FOR LONG PERIODS OF TIME GO BACK TO A MORE CHILDISH MANNER OF ACTING OR SPEAKING?													
3 DOES HE REPEATEDLY: - Run away from home?													
- Play hooky from school?													
- Have trouble with courts, school or other authorities?													
4. ARE HIS FAVORITE ACTIVITIES ONES WHICH HE ENGAGES IN ALONE?													
5. DOES HE USE SICKNESS (REAL OR IMAGINED) TO AVOID CONTACTS WITH PEOPLE?													
ACCIDENTS: (SPECIFY)													

NOTES ON FOLLOW-UP (RESULTS OF MEDICAL AND DENTAL CORRECTIONS. PLEASE SIGN NOTES.)

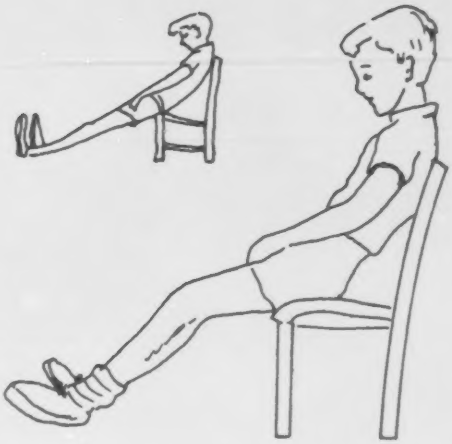
DATE — ENTRIES BY TEACHER AND NURSE

APPENDIX G

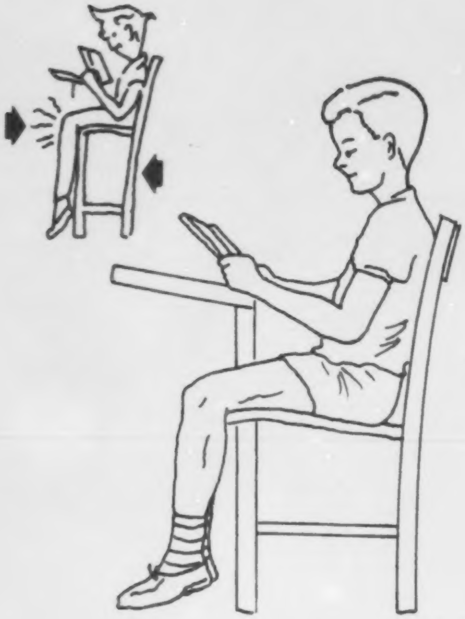
SCHOOL FURNITURE AND SEATING GUIDE



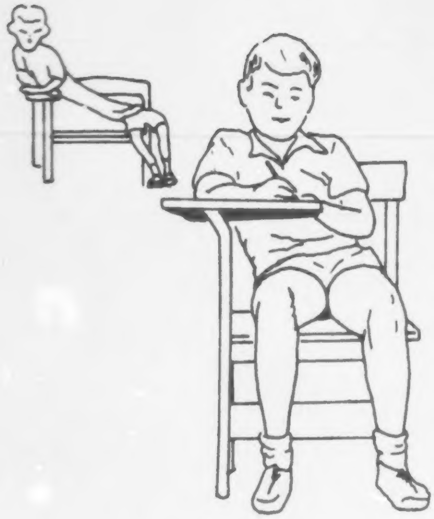
"Very poor posture for study. No slant downward from front to back in the seat of the chair–the child feels as though he is slipping out of the chair. Desk is too far away and does not have correct slant for work. The most evident fault is that desk is too high." By permission from the Texas State Department of Health.



"Illustration of child sitting in slumped position in school chair. This chair is too small. This position if continued through most of the day could cause the development of round shoulders and forward head with hollow back." By permission from the Texas State Department of Health.



Front edge of seat is putting pressure under the knees. The chair seat is too deep from front to back. Second arrow indicates that the chair is too high." By permission from the Texas State Department of Health.



"In this position, the child is leaning to one side and thus throwing the back into a lateral curvature of the spine. The arm of the chair is too high for this child." By permission from the Texas State Department of Health.

APPENDIX H

TO: Parents

FROM:

SUBJECT: Health and Physical Education

We would like to welcome your child to High School. We are looking forward to having him/her participate in health and physical education which we know is a very integral phase of his/her growth and development.

Health and physical education are required daily of all students in Georgia beginning in kindergarten through grade eight.

If your child cannot participate in the regular physical education program, please mark restricted program on the portion of this letter to be returned.

If restricted program is marked, this must be accompanied by the examining physician's blank. If regular program is marked, then your child is expected to participate in the regular program of health and physical education. If your child cannot participate, because of a temporary restriction, you may write a note which will excuse him/her for that day.

____
Name of Student

I have received your letter and am returning the following information for the classification of the above named student in the health and physical education program.

PLEASE LIST ANY CRIPPLING DISEASES, SUCH AS BROKEN BONES, POLIO, EPILEPSY, ASTHMA, DIABETES, RHEUMATIC FEVER, ETC.

1. ____________________________ 3. ____________________________

2. ____________________________ 4. ____________________________

PLEASE CHECK THE APPROPRIATE SPACE

REGULAR PROGRAM ____ RESTRICTED PROGRAM ____
(MEDICAL FORM PE -- TO BE ATTACHED)

ADDITIONAL COMMENTS OR EXPLANATIONS

Signed: ______________________________
Parent or Guardian

APPENDIX I

PHYSICIAN'S STATEMENT

Name of Student ______________________________________

This student believes that he or she should receive a restricted program in physical education because of physical disability. After examination, please give us your opinion as to the activities in which this student may safely participate.

____
Physical Education Teacher

I have examined this student and have advised the parents as to the best procedure to follow to safeguard and improve health. I report the following:

CODE: OK=NORMAL X=NEEDS CORRECTION T=UNDER TREATMENT C=CORRECTED

HEIGHT ______________ EARS ______________ HEART ______________

WEIGHT ______________ EYES ______________ LUNGS ______________

SKIN ______________ NOSE ______________ HERNIA ______________

NUTRITION ___________ TEETH ____________ ORTHOPEDIC _________

BLOOD PRESSURE _______ NOSTRILS __________ ENDOCRINE _________

This student is physically able to participate in the regular course of physical education. Yes ___ No ___ (If answer is No, please complete form below.)

________________________ is under my care for ______________________
Disability

From ______________ 19 __ to ______________________ 19 ___.

_____ Running (jogging) _____ Push ups

_______ Throwing
_______ Tumbling
_______ Rope climbing
_______ Skipping
_______ Jumping
_______ Swimming
_______ Trampoline
_______ Fitness training
_______ Fitness testing
_______ _______________
_______ _______________

_______ Sit ups
_______ Running (sprinting)
_______ High jumping
_______ Broad jumping
_______ Tag football
_______ Volleyball
_______ Basketball
_______ Tether ball
_______ Softball
_______ ___________
_______ ___________

____________________Phone

____
M.D.

____
Address

APPENDIX J

AAHPER Position Paper

GUIDELINES FOR SECONDARY SCHOOL PHYSICAL EDUCATION

The focus of attention and the subject of concern of this publication is the secondary school student. He has a difficult and demanding role. During his teenage years, he must learn to manage the highly sophisticated skills and techniques necessary to function as a contributing member of our complex society. Secondary students today are concerned, bewildered, confused, restless, keen, conscientious, and thoughtful. They are different from the young adult of former years in the degree of their awareness of problems, opportunities, and concerns. It is vital that we understand the teenage subculture which constitutes such a large and complex segment of American life. In-depth investigation of this culture should lead both the student and the teacher to a discovery of what the student needs, feels, and cares about. This discovery--this common concern--brings identity to the problem and gives direction for the construction of learning experiences. The task is to develop and present activities in physical education that are functionally linked to the knowledge and attitudes of the secondary school student and his society. It is the linking of what he learns to what he feels and cares about that makes school meaningful to the student. Physical education in the secondary school, through its specific contribution, should provide:

> A setting in which experiences will help each student enjoy physical activity, to feel good about himself, and to accept himself and others.
>
> Opportunities for vigorous activities through which there may be alleviation of frustrations and tensions.
>
> Many avenues for self-identification and for identification with sex and peer groups.
>
> A variety of opportunities to develop self-confidence, individual initiative, and responsibility to self and society.
>
> Experiences which recognize a diverse range of human talents and interests, facilitating the discovery of specialized abilities together with the acceptance of limitations.

An atmosphere which relates and integrates the individual with his total environment.

Special attention to differences in physical development and maturity of individual students.

An environment that supports the rules necessary for the concept of fair play and for the safety of the participants.

Opportunities for students with severe structural or functional handicaps to participate in special activities adapted to their individual needs.

Coeducational physical education experiences.

Attention to the use of books, and audio-visual media as resource materials.

Knowledge and experience in activities which will encourage and assist the individual to maintain fitness throughout life.

Leadership opportunities for each student.

SECONDARY SCHOOL PHYSICAL EDUCATION

PHYSICAL EDUCATION is that integral part of total education which contributes to the development of the individual through the natural medium of physical activity--human movement. It is a carefully planned sequence of learning experiences designed to fulfill the growth, development, and behavior needs of each student. It encourages and assists each student to: DEVELOP the skills of movement, the knowledge of how and why one moves, and the ways in which movement may be organized.

LEARN to move skillfully and effectively through exercise, games sports, dance, and aquatics.

ENRICH his understanding of the concepts of space, time, and force related to movement.

EXPRESS culturally approved patterns of personal behavior and interpersonal relationships in and through games, sports, and dance.

CONDITION the heart, lungs, muscles, and other organic systems of the body to meet daily and emergency demands.

ACQUIRE an appreciation of and a respect for good physical condition (fitness), a functional posture, and a sense of personal well-being.

DEVELOP an interest and a desire to participate in lifetime recreational sports.

THE INSTRUCTIONAL PROGRAM

The instructional program has as its foundation a common core of learning experiences for all students. This core of experiences must be supplemented in ways that serve the divergent needs of all students--the gifted, the average, the slow learner, and the physically handicapped. It must be geared to the developmental needs of each pupil.

The program should provide for a reasonable balance in those activities commonly grouped as team and individual sports, aquatics, gymnastics, self-testing activities, dance and rhythms.

Sequential progression in the specific skills and movement patterns involved in the activities included in the above grouping is essential.

There should be opportunity for elective learning experiences within the required program.

The acquisition of knowledge and understandings related to the development and function of the human body, and to the mechanical principles of human movement is necessary.

Learning experiences (physical activities) should be designed to foster creativity and self-direction and to encourage vigorous activity which includes emphasis on safety procedures.

Physical fitness--agility, balance, endurance, flexibility and strength should be developed.

Experiences which reinforce the development of behaviors, attitudes, appreciations and understandings required for effective human relationships are important.

Special opportunities should be offered for those students who find it difficult and uncomfortable to adjust to the regular program because of physical, social, or emotional problems.

The program should present basic skills which can be employed in a comprehensive intramural, interscholastic, and recreational program for all girls and boys.

INTRAMURAL/INTERSCHOLASTIC

The instructional program, which has as its base the teaching of skills and knowledges, provides a foundation for comprehensive intramural/interscholastic programs wherein the opportunity for organized sports is available to all girls and boys. Intramural/interscholastic athletics makes available a laboratory period in physical education and should be encouraged and provided for all students.

Medical examinations should be required for all who participate in vigorous activities.

A physician's statement indicating the student's fitness for participation should be required following a serious illness or injury.

The program of intramural/interscholastic athletics should provide opportunities for participation in a wide variety of sports and activities for both girls and boys.

Competition should be as equal as possible, based appropriately on age, ability, height, weight, physiological maturity, and strength of participants.

The financing of the instructional, intramural, and interscholastic athletic programs for girls and boys should be provided by local boards of education.

Remuneration for additional teacher assignments (e.g., intramurals, clubs, interscholastics) should be financed by the local boards of education.

Teachers who provide leadership in the intramural and interscholastic athletic program should be enthusiastic and well-prepared and should possess technical competencies in these additional areas of responsibility.

Interscholastic athletic leagues or conferences should be confined to students in grades 7-12. Tackle football for boys should not be included in the junior high athletic program unless the kind of equipment, facilities, health supervision, coaching, and officiating that are necessary for optimum safety of the participant can be provided. Boxing as a competitive sport should be prohibited.

All secondary school interscholastic contests, including post-season games, should be under the jurisdiction of state high school athletic association.

Opportunities for leadership and service should be made available for students.

The entire program of physical education (class instruction, adapted, intramural, and interscholastic) should be administered by a qualified director of physical education.

THE TEACHER

Qualified and dynamic leadership is essential to the implementation of an effective and comprehensive program of physical education in the secondary school. The key to the teaching-learning environment is a competent, concerned teacher. The teacher must be knowledgeable about growth and maturational patterns and be sensitive to student needs, desires, and concerns.

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The program of physical education in the secondary school should be taught by qualified teachers whose certification in physical education is recognized by the state department of education.

Teachers of potentially hazardous activities (aquatics, gymnastics, skiing) should have specialized training to the extent that they are recognized and certified by the national agencies associated with these sports.

Men and women coaches should be certificated teachers and possess a major or minor in physical education or state coaching certification. Interscholastic sports should be coached and officiated by the most qualified personnel.

Teachers and coaches should have training in emergency first aid and be knowledgeable in regard to school referral procedures.

Teachers of secondary physical education should become familiar with the program of physical education in the elementary schools and share in program planning whenever given an opportunity, to assure desirable progression and sequential arrangement of activities, K-12.

HEALTH PROTECTION AND INSURANCE

The health and safety of the individual should be paramount in every phase of physical education.

There should be periodic medical examinations to assist in determining the health status of all students.

Students participating in any phase of the physical education program should be required to have adequate insurance coverage.

It is essential for hygienic and safety reasons as well as to assure freedom of movement that all students change to prescribed clothing for participation in physical activities. Showering should be required after participation in vigorous physical activities.

The school should provide towels, soap, showers, and sanitary dressing facilities with adequate maintenance.

There should be supervision in the locker room to assure safety and orderliness.

Authorized **school** district transportation should be provided when needed for all instructional activities and intramural and interscholastic athletics.

Schools should have written policies and procedures for accident prevention, emergencies, reporting to the administration, immediate first aid, and notification of parents or **guardian**.

SCHEDULING/TIME ALLOTMENT/CLASS SIZE

Scheduling, time allotment, and class size have a direct bearing on the health, safety, and extent of participation by students on the type of activities that can be offered, and on the student outcomes which can be expected.

A daily instructional period of directed physical education should be provided for all secondary school students equivalent in length to that found in the regular school pattern.

Schools organized on other than the traditional schedule should provide physical education experiences for each pupil comparable in time to that allocated to other major courses.

The instructional program should be scheduled to allow for maximum participation and adequate time for each pupil to have an opportunity to gain the satisfaction that comes from achievement.

All students should be enrolled in physical education classes. Time should be scheduled in the physical education program for pupils handicapped by functional or structural disorders and those who find it difficult to adjust to the regular program.

Assignment to physical education classes should take into consideration sex, skill, maturation, grade level, and health status.

The pupil/teacher ratio should be the same for physical education classes as for other subject areas with variations possible depending upon the activity.

There should be no substitute for the instructional program.

The teacher's schedule should allow time for preparation and planning.

FACILITIES/EQUIPMENT/SUPPLIES

Facilities, equipment, and supplies are of the utmost importance in conducting a comprehensive program of physical education in the secondary school.

Physical education facilities, supplies, and equipment should be provided for the instructional, intramural, interscholastic and recreational programs in proportion to the needs, interests and numbers of girls and boys to be served. This includes adequate and desirable shower and locker room facilities.

Each area of the physical education program should be provided with appropriate equipment and supplies in sufficient quantity to provide each student with an opportunity to actively participate throughout the entire class period.

Daily maintenance service of the gymnasium, locker room, swimming pool, and showers and regular maintenance of the outdoor physical education area must be provided for the health, general welfare, and safety of the students.

All equipment, supplies, and uniforms issued by the school should be periodically checked, reconditioned, and laundered to ensure proper sanitary condition and maximum safety for students.

In the planning of facilities, both men and women staff members on the instructional level should be consulted to ensure the optimum functional value of the teaching stations. It is recommended 125 square feet of activity instructional area be provided for each student participating.

School and community facilities should be planned and used to supplement and complement each other in meeting the needs of the students and the community.

Community recreation programs conducted within a school facility should be under the supervision of school personnel, to assure the safety of students and the protection of facilities, equipment, and supplies.

EVALUATION

Evaluation is a continuous process which is necessary for the improvement of learning experiences in terms of objectives and effectiveness of instruction. Self-evaluation by the student and the teacher is a part of the process. Evaluation should be utilized as one means of interpreting the program to pupils, school personnel, parents, and community. Schools should make certain that their offerings and procedures are consistent with the accrediting agency by which they are governed. Credit for each year of physical education in the secondary school should be granted for graduation on a basis equitable with other subject matter areas. Credit in physical education should count toward honor grades and be included in establishing class rank order. Standards for credit in physical education for graduation should reflect the same kind of quality as established by local school boards or state departments of education for other areas of instruction.

Prepared by a committee of the AAHPER Physical Education Division and approved by the American Association for Health, Physical Education and Recreation.

APPENDIX K

SOCIETY OF STATE DIRECTORS OF HPER

POSITION STATEMENT ON TRAMPOLINES IN PHYSICAL EDUCATION

The Society of State Directors of Health, Physical Education, and Recreation at their 1969 Gull Lake Workshop voted the adoption of a statement on the use of the trampoline. Everett Hebel, director of health and physical education of the state of New Jersey, was chairman of the Task Force assigned the responsibility of developing this statement.

The Society is fully aware of the fact that the general statement provided here does not cover in depth all aspects of trampoline activity. It is the responsibility of each state to formulate its own guidelines regarding trampoline use.

The popularity of the trampoline since 1960, especially in the colleges and schools in this country, has deemed it necessary for the Society of State Directors of Health, Physical Education, and Recreation to take a position on the use of this type of gymnastic equipment in our physical education, physical fitness and school recreation programs.

Years ago the trampoline was used primarily by experts who were either gymnasts or professional acrobats. Trampolining was considered a sport requiring great skill and many hours of practice. Despite much training in its use, basic dangers existed which challenged even the professional.

The trampoline's appeal invites children to fly in the air, to bounce and to attempt body movements that are impossible from a standing position on the floor. Unfortunately, all children in regular and special physical education classes are not skilled in the control of their bodies while in the air. Consequently, formal instruction and supervision of participating youngsters whose skills are known, is imperative in an activity of this nature.

While recent improvements in equipment have reduced the number of minor injuries, the most dangerous part of the trampoline is still the center of the bed. Here may occur the serious, permanent crippling, or even fatal injuries resulting usually from acute flexion of the cervical spine. These severe injuries frequently happen when the trampolinist attempts difficult maneuvers prematurely. The skilled performer in schools where trampolining is a sport needs to observe safety precautions as he tries to improve his performance in difficult advanced stunts.

The question still prevails as to whether the threat of serious injury outweighs the anticipated gains in poise, agility, and other values attributed to the use of the trampoline.

The Society of State Directors currently maintains, however, that where qualified teachers are present to provide instruction and to supervise trampoline activities in a way that will minimize dangerous maneuvers during the minimum training period, students with an interest in this activity may be permitted to participate.

In the final analysis the advisability of offering trampoline activities should rest upon a school's willingness to provide a program of instruction under qualified personnel emphasizing progressive involvement coupled with effective, precautionary supervision.

APPENDIX L

AAHPER Position Statement

SMOKING EDUCATION: THE SCHOOL'S RESPONSIBILITY

All published reports subsequent to the report of the Surgeon General's Committee, Smoking and Health, published in 1964, are abundantly clear in their indictment of cigarette smoking as a health hazard. The schools should accept responsibility for providing smoking education programs and practices consistent with current information. Teachers, as well as all other school personnel who share in the education of children and youth, also have a role in educating about smoking and health.

If quality education about smoking and health is to become a reality, it is imperative that it be an outgrowth of the educational experience at the primary level. The effectiveness of later educational efforts related to smoking behavior in large measure will depend upon the nature as well as the quality of the primary school health program.

A program of health instruction throughout the primary grades should emphasize experiences that provide opportunities for pupils to develop foundations essential to self-understanding and self-acceptance.

In the intermediate grades a clearly identified segment of the school day should be devoted to a health instruction program in which the content focuses on the effective physical, social, and mental functioning of the human organism. Children and youth should be given opportunity to study many health behaviors in which they are or will be involved, including smoking. The instructional program should encourage the student to make and test personal decisions and to evaluate alternatives.

Instruction at the junior and senior high school levels should provide opportunities to explore in depth the psychological, physiological, and sociological factors involved in making wise decisions about smoking.

Some significant psychological factors which may, or may not, encourage youth to start smoking are peer acceptance, mimicking the adult, and the effect of advertising. Knowledge of the impact of these factors on health behavior is of paramount importance in planning and implementing an effective instruction program in smoking and health.

Professional preparation of teachers should include education about smoking and health. Further, in-service training programs should be organized to improve competencies for teaching smoking and health education. These programs should include emphasis upon causes of behavioral patterns as well as upon factual information.

Frequently, educational efforts begin with example and school personnel serve as models which children emulate. Thus the school's fundamental responsibility in providing an effective smoking education program involves behavior by all school employees which will positively reinforce learning experiences. All school personnel who smoke should take appropriate action to provide an exemplar image consistent with current facts on smoking and health.

The American Association for Health, Physical Education, and Recreation recommends that all schools take appropriate steps to establish policies and practices consistent with current information on the hazards of cigarette smoking, including:

1. Assuming responsibility for curriculum experiences in smoking education which are timely and stimulating and provide accurate content, as an integral part of the ongoing, unified health instruction program, kindergarten through the twelfth grade
2. Providing appropriate in-service training opportunities for school personnel, classroom instructional resources, and supervision and consultative services to teachers
3. Maintaining a physical and emotional school atmosphere that positively reinforces the objectives of the ongoing health instructional program
4. Encouraging staff and adult visitors to the school to realize the exemplar role they play and the importance of compliance with smoking rules and regulations
5. Recognizing that parent example, pupil-peer relationships, and other community influences are important in the development of desirable health behavior
6. Utilizing classroom situations as well as learning experiences in other curricular and extracurricular activities to reinforce the educational process
7. Emphasizing the exemplar role of all school faculty and staff in relation to smoking on school property

8. Adopting "no smoking policies" for all groups utilizing school facilities

9. Abolishing student and faculty smoking facilities.

This statement, originally released in 1965, was revised by the Advisory Committee of the AAHPER Leadership Development Project on Smoking and Health Education, approved by the School Health Division Executive Council, and officially approved and endorsed by the AAHPER Board of Directors.

APPENDIX M

ACCIDENT REPORT FORM*

School ______________________ Address ______________________ Zip Code __________

I. STUDENT INFORMATION

A. Name ______________________ B. Grade __________ C. Age __________
Last First Middle

D. Sex — ☐ Male ☐ Female E. Teacher ______________________

II. ACCIDENT INFORMATION

A. Time of Accident ☐ A.M. ☐ P.M. B. Date ______________________

C. Supervised Activity ☐ Yes ☐ No Name of Instructor Present ______________________

D. Nature of Injury (May be completed after medical examination)

1. ☐ Abrasion
2. ☐ Animal or Insect Bite
3. ☐ Asphyxiation
4. ☐ Bruise
5. ☐ Burn
6. ☐ Concussion
7. ☐ Contact—Toxic Substance
8. ☐ Cut
9. ☐ Dental
10. ☐ Dislocation
11. ☐ Foreign Body
12. ☐ Fracture
13. ☐ Heat Exhaustion
14. ☐ Laceration
15. ☐ Puncture
16. ☐ Shock, Fainting
17. ☐ Sprain
18. ☐ Other __________

E. Part of Body Injured

I. Head
1. ☐ Scalp
2. ☐ Back
3. ☐ Front
4. ☐ Eyes
5. ☐ Ear
6. ☐ Nose
7. ☐ Mouth
8. Teeth
9. Neck

II. Trunk
1. ☐ Chest
2. ☐ Abdomen
3. ☐ Back

III. Arms
1. ☐ Shoulder
2. ☐ Upper Arm
3. ☐ Elbow
4. ☐ Lower Arm
5. ☐ Hand
6. ☐ Fingers

IV. Legs
1. ☐ Hip
2. ☐ Upper Leg
3. ☐ Knee
4. ☐ Lower Leg
5. ☐ Foot
6. ☐ Toes

F. Location of Accident

1. ☐ Athletic Field
2. ☐ Cafeteria
3. ☐ Classroom
4. ☐ Gym
5. ☐ Hallway
6. ☐ Lab
7. ☐ Playground
8. ☐ Restroom
9. ☐ Shower—Dressing Rooms
10. ☐ Stairs
11. ☐ Street
12. ☐ School Bus
13. ☐ Vocational Shops
14. ☐ Other __________

III. CONTRIBUTING CAUSES

A. Environmental Factors
1. ☐ Crowding
2. ☐ Doors
3. ☐ Drinking Fountain
4. ☐ Equipment
5. ☐ Floors
6. ☐ Surface
7. ☐ Lighting
8. ☐ No Handrail
9. ☐ Mechanical Defects
10. ☐ Ventilation
11. ☐ Weather
12. ☐ Other __________

B. Human Factors
1. ☐ Active Game
2. ☐ Fatigue
3. ☐ Fighting
4. ☐ Horseplay
5. ☐ Improper Attitude
6. ☐ Lack of Training or Experience
7. ☐ Preoccupation
8. ☐ Running
9. ☐ Violation of Rules
10. ☐ Other __________

C. Agents
1. ☐ Animal or Insect
2. ☐ Electricity
3. ☐ Fire
4. ☐ Gases
5. ☐ Liquids
6. ☐ Physical Ed. Equipment
7. ☐ Pencil
8. ☐ School Equipment
9. ☐ Solids
10. ☐ Student
11. ☐ Vehicle
12. ☐ Other

IV. ACCIDENT DESCRIPTION

Describe the accident in your own words. Please give all details so that this accident report may be used to prevent other similar accidents.

V. POST ACCIDENT INFORMATION

A. Was First-Aid given? ☐ Yes ☐ No By whom ____________
Describe ____________

B. Does health record indicate tetanus immunization currently effective? ☐ Yes ☐ No

C. Was parent or other responsible person notified? ☐ Yes ☐ No By whom ____________ Time ______

D. If no, explain ____________

E. Was student sent home? ☐ Yes ☐ No If yes, was he accompanied? ☐ Yes ☐ No

F. Was student sent to physician? ☐ Yes ☐ No Name of physician ____________

G. Was student sent to hospital emergency room? ☐ Yes ☐ No Name of hospital ____________

H. Method of transportation ____________

I. Days absent ____________

J. Extent of property damage ____________

VI. ACTION TAKEN TO PREVENT SIMILAR ACCIDENT

A. Instructional

1. ☐ Discussed at staff meeting
2. ☐ Discussed in each class as part of regular instruction
3. ☐ Discussed with Parent
4. ☐ Personal instruction given to student
5. ☐ Personal instruction given to personnel in charge
6. ☐ Presented as a subject of assembly program

B. Policy or corrective action

1. ☐ Corrected operational procedures
2. ☐ Notified school safety committee
3. ☐ Repaired faulty equipment
4. ☐ Safety specialist invited to school to assist in safety program
5. ☐ Safety rules amended to prevent recurrence
6. ☐ Suggest closer supervision

C. Other

D. ☐ No action taken

VII.

Signed ____________ Title ____________ Date ______

Teacher ____________

Other Witness ____________

____

*Issued by the Division of Elementary and Secondary Education, Bureau of Instruction, Kentucky Department of Education - Wendell P. Butler, Superintendent of Public Instruction.

APPENDIX N

First-Aid Supplies***

Basic supplies--for Units of 100 children or less

Adhesive compresses, 1 inch (Band-aid type)	Package of 100
Sterile gauze squares 3 inches x 3 inches, individually wrapped (steripad type)	Package of 25
Roll of sterile gauze, 4 inches wide by 5 yards long	1 package
Triangular bandages	3 bandages
Adhesive tape, 1/2 inch	3 rolls
Adhesive tape, 1 inch	1 roll
Roller bandages, 1 inch	6 rolls
Roller bandages, 2 inches	6 rolls
Splints, Yucca No. 1 (or equivalent metal splints)	6 splints
Absorbent cotton (sterile)	1/4 lb.
Applicator sticks, cotton tip	25
Ammonia (Aspiral No. 1)	1 box (4)
Table salt	1 package
Soap cake or Phisohex (4 oz. bottle)	1 cake or bottle
Flashlight	1 flashlight
Scissors, blunt end	1 pair
Safety pins, medium size	24 pins
Red Cross First-Aid Textbook (latest edition)	1 book

Quantities depend somewhat on nearness to physician. In isolated areas, a

4 ounce bottle of zephiran or methiolate may be used as a skin antiseptic, if approved by the local physician.

Schools with more than 100 pupils should have dispensable supplies in proportion. Large schools might have more than one cabinet of supplies located in areas throughout the building.

No fever thermometer should be located at school. Medical personnel are the only ones authorized to use a thermometer.

*** EMERGENCY CARE FOR SICKNESS AND ACCIDENTS OCCURING AT SCHOOL, Issued by the Division of Elementary and Secondary Education, Bureau of Instruction, Kentucky Department of Education - Wendell P. Butler, Superintendent of Public Instruction.

APPENDIX O

GEORGIA SCHOOL LAWS, 1974

32-911. Immunization of children as a prerequisite to admission. (a) No child shall be admitted to a public school operating in this State unless such child shall first have been immunized from contagious diseases itemized in appropriate rules and regulations promulgated by the State Board of Health. The child's parent or guardian shall furnish the school to which admittance is sought with a certificate of a physician licensed under the laws of the State of Georgia or public health department acknowledging that the child has been immunized before the child shall be admitted.

(b) The State Board of Health shall determine which diseases are to be included in the rules and regulations promulgated by the local boards of health. The State Board of Health shall immediately determine which diseases shall be included, and shall convey the list of diseases to the local boards of health. The list of diseases may be revised whenever the State Board of Health deems it necessary, and the local boards of health may revise their rules and regulations accordingly.

(c) Any school official permitting any child to remain enrolled in any public school for a period in excess of 120 days in violation of this Section and any parent or guardian of any child who shall fail to comply with the provisions of this Section within 120 days of the date the child shall first be admitted to any public school shall be guilty of a misdemeanor and, upon conviction thereof, shall be punished as for a misdemeanor.

(d) If, in the discretion of the health authority having jurisdiction or any physician licensed under the laws of the State of Georgia, any child to whom this section applies shall be deemed to have a physical disability which may contraindicate vaccination, a certificate to that effect issued by the health authority or physician may be accepted in lieu of a certificate of vaccination. This exemption shall not apply when such disability shall have been removed.

(e) The provisions of this section shall not apply if the parent or guardian of such child objects thereto on the grounds that such immunization conflicts with the religious beliefs of said parent or guardian, provided that immunization may be required in these cases when such disease is in epidemic stages. To comply with the requirements of this subsection, the parent or guardian must furnish the school an affidavit in which said parent or guardian swears under oath that the immunization required by this Chapter conflicts with the religious beliefs of said parent or guardian. (Acts 1880-1, p. 97; pp. 288, 325, 1946, pp. 206-207; 1957, pp. 455; 1964, pp. 499, 664; 1968, pp. 1436, 1437; 1973, pp. 910).

APPENDIX P

RULE OF THE DEPARTMENT OF PUBLIC HEALTH
DIVISION OF EPIDEMIOLOGY
CHAPTER 270-2-4
IMMUNIZATION OF CHILDREN AS A PREREQUISITE TO ADMISSION TO SCHOOL

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270-2-4.09 Enforcement

270-2-4.01 DEFINITIONS. Unless a different meaning is required by the context, the following terms as used in these Rules shall have the meaning hereinafter respectively ascribed to same:

(a) "Immunization" means the production of specific protective antibodies, or of cellular immunity, as a result of a previous infection or of the introduction into the body of a specific antigenic agent.

(b) "Adequate Immunization" means the presumptive presence in the body of an immunized person of sufficient specific antibody to protect from illness following exposure to the specific infectious agent of the disease, or a presumptive state of being so conditioned by previous experience with a particular disease as to provide an immediate and protective response upon exposure to a specific infectious agent of that disease.

(c) "The Immunization Schedule Recommended for Local Boards of Health in Georgia" shall mean that immunization schedule developed by a committee of the Department designated for this purpose and approved by the Director.

(d) "Department" means the Department of Public Health of the State of Georgia.

(e) "Public School" means any school operating within the State of Georgia for which the State of Georgia through its State Board of Education or State Department of Education provides direct financial support.

(f) "Local Board of Health" means any County Board of Health supported in part by the allocation of funds of the State of Georgia by the Department.

(g) "Physical Disability" means any physical condition or physiological idiosyncrasy which might in the opinion of a physician licensed to practice in Georgia cause a specific immunization to endanger the life or health of the recipient.

(h) "Conflict with the religious tenets and practices of a recognized church or religious denomination" means any contradiction which may arise between immunization procedures and a specific religious tenet against acceptance of a product derived from human or animal blood; or to the acceptance of a specific immunizing agent however manufactured; or any objection in principle to immunization which is stated in a written article or articles of faith and attested in writing by the parent or guardian of a child and countersigned by the priest, rabbi, minister, elder, or other elected or appointed leader of a congregation or religious organization which meets regularly for religious services or worship and to which the child, his parent, or guardian adheres or belongs: provided further that such written statement of a parent or guardian that a conflict or contradiction exists may be validated in the absence from the community of a qualified leader or official of the religious denomination or sect by the countersigning of the affidavit by an officer of a court of record.

(i) "Health Authority" means the Department or a County Board of Health in Georgia or the corresponding agencies in another state or nation (if functioning in the enforcement and administrative procedure necessary to secure satisfactory compliance with the provision of Section 32-911 of the Georgia Code (Ga. Laws 1968, pages 1436-1438, and the rules, regulations, and standards adopted thereunder.)

(j) "Physician" shall mean a physician licensed under the laws of Georgia to practice that branch of medicine which includes the giving of immunizations.

(k) "Director" shall mean the Director of the Georgia Department of Public Health.

Legal Authority: Ga. Laws 1968, pages 1436-1438.

270-2-4.02 PROVISIONS

(1) Certificate of Immunization

(a) No child shall be admitted initially to a public school operating in this State unless a parent or guardian of such child shall furnish to the school authorities a valid and subsisting Certificate of Immunization signed by a physician or such a Certificate certified by a qualified employee of a County Board of Health on forms provided by the Department.

(b) To be eligible for a Certificate of Immunization, a child must have received adequate immunizations as defined herein and listed in Paragraph 270-2-4.03, or the child must have become eligible for a Certificate of Immunization because of physical disability or because of a conflict with the religious tenets of and practices of a recognized church or religious denomination as defined herein.

(c) Any child presenting a Certificate of Immunization attested to by a physician or by a local Board of Health as being a Certificate of Adequate Immunization shall be excused from all further requirements of this Rule of the Department of Public Health, Chapter 270-2-4, entitled "Immunization of Children as a Prerequisite to Admission to School," except that such Certificate issued by Boards of Health for children exempted because of a conflict with religious tenets or practices may be canceled or withdrawn at the discretion of the local Board of Health when the threat of epidemic disease in the community makes such an action appear appropriate.

(d) Any child admitted to school on the basis of a Certificate of Immunization attested to by a physician or by a local Board of Health as a Provisionally Acceptable Certificate of Immunization shall be caused to complete the recommended immunizations before entrance into the second regular year of school in Georgia and before being readmitted to school must procure and present to the authorities of the school proposed to be attended a Certificate of Immunization attested to by a physician or by a local Board of Health as being a Certificate of Adequate Immunization.

270-2-4.03 IMMUNIZATIONS REQUIRED.-Except as provided by law and herein specified, adequate immunization against the following named diseases shall be required for entrance into school:

(a) Diphtheria
(b) Pertussis
(c) Tetanus
(d) Poliomyelitis
(e) Smallpox
(f) Measles

270-2-4.04 CERTIFICATION OF ADEQUATE IMMUNIZATION.-Adequate immunization shall be deemed to exist when certification is made by a physician or by a local Board of Health on a form provided by the Department that a child has become immune to a specified disease by reason of having had the disease or has been adequately immunized against the specified disease.

270-2-4.05 OFFICIAL IMMUNIZATION SCHEDULES

(1) "The Immunization Schedule Recommended for Local Boards of Health in Georgia" approved by the State Board of Health shall be deemed the minimum required program of immunization which satisfies the requirement of Adequate Immunization.

(2) Any other immunization schedule which includes the immunizations itemized in Paragraph 270-2-4.03, immunizations Required, and goes beyond the minimum requirements of "The Immunization Schedule Recommended for Local Boards of Health in Georgia" shall be deemed to satisfy the requirement for issuance of a Certificate of Adequate

Immunization.
Legal Authority: Ga. Laws 1968, pages 1436-1438.

270.2-4.06 CERTIFICATE OF IMMUNIZATION ISSUED FOR CHILD WITH PHYSICAL DISABILITY.-A physical disability which contraindicates one or all required immunizations having been found to exist and in the opinion of a physician there being no clear prospect when said disability or disabilities can be removed, said physician may at his discretion issue a Certificate of Immunization attested to as Adequate or as Provisionally Acceptable. A Certificate of Provisionally Acceptable Immunization issued for this reason shall be subject to review as provided herein by the certifying physician who may reissue it from year to year if there is cause to believe that immunizations or a specific immunization may finally be accomplished without danger to the child's health.
Legal Authority: Ga. Laws 1968, 1436-1438.

270-2-4.07 CERTIFICATE OF IMMUNIZATION ISSUED FOR CHILD EXEMPT FROM IMMUNIZATION BECAUSE OF A CONFLICT WITH RELIGIOUS TENETS AND PRACTICES.-It is being made to appear upon proper affidavit as defined herein that a conflict with religious tenets and practices exists, the local Board of Health having jurisdiction shall accept and place in a separate file the affidavit furnished and shall issue a Special Certificate of Immunization to this effect. Said certificate shall be subject to cancellation and withdrawal at the discretion of the Health Authority when the threat of epidemic disease in the community makes such an action appear appropriate.
Legal Authority: Ga. Laws 1968, pages 1436-1438.

270-2-4.08 CERTIFICATE OF IMMUNIZATION FOR A CHILD IMMUNIZED OUTSIDE OF GEORGIA.-It being made to appear to a local Board of Health, by presentation of a written record attested to by a physician licensed to practice medicine although not licensed in Georgia, or by presentation of a written record attested to by an authorized representative of the Health Authority of another county, state, or nation, that one or more immunizations have been received by a child for whom entrance into a public school in Georgia is sought for the first time, regardless of the grade of school to be entered, said local Board of Health shall place the presented record on file and shall issue a Certificate of Immunization certifying that the child has received adequate or provisionally acceptable immunizations as may be indicated.
Legal Authority: Ga. Laws 1968, pages 1436-1438.

270-2-4.09 ENFORCEMENT.-Administration and Enforcement of these Rules and Regulations shall be as prescribed in Chapter 88-3, Enforcement and Administrative Procedure, the Georgia Health Code, Acts 1964, pages 499-518.
Legal Authority: Ga. Laws 1968, pages 1436-1438.

APPENDIX Q

THIS IS THE ONLY IMMUNIZATION CERTIFICATE REQUIRED BY STATE LAW. SCHOOLS WHICH DEMAND ADDITIONAL INFORMATION ON IMMUNIZATIONS DO SO ON THE BASIS OF LOCAL USAGE ONLY.

(GEORGIA LAWS 1968 AND PARAGRAPH 270-2-4.04 OF THE IMMUNIZATION RULE)

CERTIFICATE OF IMMUNIZATION

___ Adequate Immunization or Provisionally Acceptable Immunization

___ Special Certificate, Record on file in Local Health Department

Records. __ in my office, ___ In the County Health Department Issuing this Certificate - Indicate that the child identified below:

Name ____

Parent or Guardian's Name ____

Address ____
(Street No. and Name) (City) (Zip Code)

has received or has been excused for valid medical or religious reasons from receiving the immunizations listed below, or that the child's immunization status is provisionally acceptable for entrance into school with regard to the immunizations checked below. Each provisionally acceptable immunization must be completed before entrance into the second regular year of school in Georgia and a complete new certificate of adequate immunization made and presented to school authorities.

IMMUNIZATION	ADEQUATE	PROVISIONALLY ACCEPTABLE
Diphtheria	___	___
Pertussia	___	___
Tetanus	___	___
Poliomyelitis	___	___

IMMUNIZATION	ADEQUATE	PROVISIONALLY ACCEPTABLE
Measles	___	___
Smallpox	___	___

Certified by ______________________ M.D. Date ______

OR ______________ County Health Department By ______________ Date ______

LH 1.32 (Revised 6-69): Georgia Department of Public Health

APPENDIX R

INTERSCHOLASTIC ACTIVITIES

Standard 21

School activities of an interscholastic nature shall complement an supplement the instruction program of the school.

RATIONALE: School activities of an interscholastic nature shall show evidence of being a part of the school's instruction program, controlled and conducted so as to be beneficial to the total development of both participating and non-participating students and the morale of the studen body. Curriculum planning and development in the area of activities of an interscholastic nature should provide all students with opportunities for student experiences conducive to the development of civic responsibil incumbent on membership in a reputable student body, and through team effort and participation contribute to the leadership, character, skills, and the physical, social and emotional development of the individual student. Activities of an interscholastic nature should not be conducted at the expense of intramural programs or the balance of the school's curriculum.

FOR ALL GRADES PARTICIPATING IN INTERSCHOLASTIC ACTIVITIES

Criteria:

BR ____ 334. There is a written policy statement of the system board of education governing interscholastic activities. N/A for schools not participating in interscholastic activities.

BR ____ 335. Interscholastic activities of the school are under the supervision and control of the principal. N/A for schools not participating in interscholastic activities.

BR ____ 336. Scheduling of interscholastic activities is accomplished by the principal and/or his designated staff member after careful consideration of the effect and impact of the activities upon the participants and the total school program. N/A for schools not participating in interscholas activities.

BR ____ 337. Each student who participates in athletic activities of interscholastic nature is examined by a physician before the regular seasonal instruction begins, and as often thereafter as is deemed necessary to protect the health and physical welfare of participating students. (The examining physician must certify that the student is physically fit for such participation.) N/A for schools not participating in interscholastic activities.

BR ____ 338. The amount of time spent in instruction in the area of school activities of an interscholastic nature is of such duration as not to affect detrimentally the student's preparation for and performance of his or her scholastic endeavors. (Both the amount of physical energy expended and the amount of time consumed shall be taken into consideration in determining the length of such instruction.) N/A for schools not participating in interscholastic activities.

BR ____ 339. All individual or group practice in activities of an interscholastic nature is conducted after the end of the six-hour academic school day, exclusive of recesses and lunch periods. (The school day must be organized for instruction of students and not for practice of extra-curricular activities. "Practice" does not refer to the study and performance of music in an organized class, such as chorus, orchestra, or band. Bands may use up to 30 instructional periods annually for marching practice. This practice must not interfere with any other regular instruction.) N/A if the school prohibits interscholastic activities.

FOR ALL SCHOOLS WHICH ARE NON-MEMBERS OF THE GEORGIA HIGH SCHOOL ASSOCIATION

(Schools having membership in the G.H.S.A. but that also contain elementary grades must respond to BR-340 for the elementary grades.)

BR ____ 340. The system board of education, by policy statement, assumes the responsibility for interscholastic activities and imposes as a minimum the following limitations:

(a) Teams having players in grade 7 or below must not play more than one-half the number of regularly scheduled games played by the high school varsity in any given sport. (Tournaments may be played by the high school varsity.)

(b) Teams on which all players are in grade 8 or above may play the same number of games played by the high school varsity in any given sport. (Tournaments may be played in addition to regular season games.)

(c) Games played on Monday, Tuesday, Wednesday, or Thursday may not begin prior to the end of the regular school day and must end prior to 7 p.m. "Only one day per week of the four days mentioned may be utilized by any team for interscholastic games."

(d) Practices held in any sport on Monday, Tuesday, Wednesday, or Thursday may not begin prior to the end of the regular school day and must end prior to 6 p.m.

(e) The school prohibits students from participating in any sport in a combination of games for any teams greater than the game limit set under paragraph (a) for that sport season. No student may engage in more than one football game per week.

BR ____ 340 should be answered N/A by G.H.S.A. members and by schools which do not participate in interscholastic activities.

NOTE: The State Board of Education recommends that all elementary schools be prohibited from participation in interscholastic activities, and that a strong intramural program be provided for all students.

FOR GRADES 1-7

E ____ 341. The system board of education by policy statement, or the school prohibits interscholastic activities. (If the school answers "yes" to this criterion, then it must answer N/A to criterion BR-340.

FOR ALL GRADES

E ____ 342. Students who participate in the instruction of and competition in intramural or interscholastic activities, are provided by the school with standard equipment that is kept in good repair

D ____ 343. Opportunities are provided either through interscholastic or intramural activities for all students who desire to participate in athletic or other extra-curricular activities.

APPENDIX S

PAMPHLETS

Many pamphlets are available from the Georgia Department of Education as teacher resource materials. These should be ordered from the Division of Elementary and Secondary Education, Office of Instructional Services, Georgia Department of Education, Atlanta, Georgia 30334.

Some of these pamphlets are

- *Curriculum Framework for Georgia Schools, a Guide to Curriculum Planning*, 1967.
- *Viewpoints* -- "Research-type Teaching," 1968.
- *Viewpoints* -- "Health Education -- Venereal Disease, Grades 1-12," 1969.
- *Viewpoints* -- "The Preparation of Local Curriculum Materials," 1969.
- *Viewpoints* -- "Instructional Materials, Selection of State and Local Levels, Suggestions for Use," 1969.
- *Viewpoints* -- "Drug Use, Misuse and Abuse," 1970.

APPENDIX T

BIBLIOGRAPHY

TEXTBOOKS, GRADES 7-9

The American National Red Cross. *Standard First Aid and Personal Safety*. Garden City, New York: Doubleday and Company, Inc., 1973. Grades 7-12.

The American National Red Cross. *Advanced First Aid and Emergency Care*. Garden City, New York: Doubleday and Company, Inc., 1973. Grades 9-12.

Otto. *Modern Health*. New York: Holt, Rinehart and Winston, Inc., 1971. Grades 9-12.

Byrd, et al. *A Healthier You*. River Forest: The Laidlaw Health Series, 1974. Grade 7.

Byrd, et al. *Your Health and Your Future*. River Forest: The Laidlaw Health Series, 1974. Grade 8.

Neilson-Bland and Hill. *Healthful Living in Your Environment*. River Forest: The Laidlaw Health Series, 1972. Grades 9-12.

Richmond, Pounds, et al. *Health and Growth*. Glenview: Scott, Foresman Series, 1972. Grade 7.

Richmond, Pounds, et al. *Health and Growth*. Glenview: Scott, Foresman Series, 1972. Grade 8.

Haag. *Focusing on Health*. Austin, Texas: Steck-Vaugh and Company, 1973. Grades 9-12.

Gmur, Fodor, et al. *Making Health Decisions*. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1970. Grades 9-12.

Lawrence, Schriver, Powers and Vorhaus. *Your Health and Safety in a Changing Environment*. New York: Harcourt, Brace, Jovanovich, Inc., 1973. Grades 9-12.

The Georgia Textbook List 1974 for elementary and high schools.

APPENDIX U

BIBLIOGRAPHY

TEXTBOOKS, GRADES 10-12

The American National Red Cross. Standard First Aid and Personal Safety. Garden City, New York: Doubleday and Company, Inc., Grades 7-12.

The American National Red Cross. Advanced First Aid and Emergency Care. Garden City, New York: Doubleday and Company, Inc., 1973. Grades 9-12.

Otto. Modern Health. New York: Holt, Rinehart and Winston, Inc., 1971. Grades 7-12.

Neilson-Bland and Hill. Healthful Living in Your Environment. River Forest: The Laidlaw Health Series, 1972. Grades 9-12.

Haag. Focusing on Health. Austin, Texas: Steck-Vaugh and Company, 1973. Grades 9-12.

Gmur, Fodor, et al. Making Health Decisions. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1970. Grades 9-12.

Lawrence, Schriver, Powers and Vorhaus. Your Health and Safety in a Changing Environment. New York: Harcourt, Brace, Jovanovich, Inc., 1973. Grades 9-12.

The Georgia Textbook List 1974 for elementary and high schools.

APPENDIX V

CURRICULUM GUIDES - 7-12

"Health Guide, Secondary Schools of Arizona," Superintendent of Public Instruction, 1333 West Camelback Road, Phoenix, Arizona 85013. 1966.

"Health Education in Secondary Schools," The Illinois Curriculum Program, Office of the Superintendent of Public Instruction, Springfield, Illinois. 1962.

"Teaching Outline and Resource Guide for Health Education," (Grades 9-12), State Department of Public Education, Baton Rouge, Louisiana. 1967.

"A Guide for Instruction in Health and Safety," (Grades 7-12), Curriculum Bulletin No. 24, State of Minnesota Department of Education, St. Paul, Minnesota. 1965.

"School Health Education Study, Health Education - A Conceptual Approach to Curriculum Design." Published by 3-M Education Press. Minnesota Mining and Manufacturing Company, St. Paul, Minnesota. 1967.

"Health Education for Mississippi High Schools," Bulletin No. 133, Division of Instruction and Division of School Health Service, State Department of Education, Jackson, Mississippi. 1966.

"A Guide for Health Education in the Secondary School," Division of Curriculum and Instruction, State of New Jersey. Department of Education, Trenton, New Jersey. 1953.

"Prototype Curriculum Materials for the Elementary and Secondary Grades," The University of the State of New York/The State Education Department, The Curriculum Development Center, Albany, New York 12224. 1969.

"A Guide for Improving School Health Instruction Programs," State Department of Education, Columbus, Ohio 1967.

"Health Instruction, Suggestions for Teachers." (Revised Edition, May 1, 1969), Journal of School Health, American School Health Association, P. O. Box 416, Kent, Ohio 44240.

"Health Education in Oregon Secondary Schools," Grades 9-12, State Department of Education, Salem, Oregon. 1966.

"Conceptual Guidelines for School Health Programs in Pennsylvania," Pennsylvania Department of Education, P. O. Box 911, Harrisburg, Pennsylvania 17126. 1970.

"Health Education - 7-12," Independent School District, 1100 Rurder Drive, Hurst, Texas 76053. 1965.

"Secondary School Health Education Curriculum Guide," Bulletin 691, Texas Education Agency, Austin, Texas. 1970.

"Junior and Senior High School Health Guide," Utah State Department of Public Instruction, Salt Lake City, Utah. 1965.

"Health Education Guide for Better Health (Secondary School)," State Office of Public Instruction, Olympia, Washington. 1966.

APPENDIX W

REFERENCES FOR THE TEACHER

American Red Cross. First Aid Textbook. 32nd Printing. Garden City, New York, Doubleday and Co., Inc., 1969.

Anderson, C. L. School Health Practice, Fourth Edition. St. Louis: C. V. Mosby Co., 1968.

Byler, Ruth; Lewis, Gertrude; Tolman, Ruth. Teach Us What We Want to Know. Connecticut State Board of Education, Mental Health Materials Center, Inc., 419 Park Avenue South, New York, New York 10016. (1969-Health Concepts Guide for Health Instruction. AAHPER, 1201 16th Street, N. W., Washington, D. C. 20036.

Diehl, Harold S. and Dulrymple, Willard S. Healthful Living. New York: McGraw-Hill, 1968.

Drug Abuse: Escape to Nowhere. Philadelphia: Smith, Kline and French Laboratories, 1967.

Grout, Ruth E.. Health Teaching in Schools. Philadelphia: W. B. Saunders Co., 1968.

Kilander, H. F. School Health Education. New York: Macmillan, 1962.

Oberteuffer, Delbert and Beyrer, Mary E. School Health Education, Fourth Edition. New York: Harper, 1966.

Schifferes, Justus J. Essentials of Healthier Living. New York: John Wiley and Sons, 1967.

Sinacore, John J. Health: A Quality of Life. New York: Macmillan, 1968.

Summary of the Report of the Advisory Committee to the Surgeon General - Smoking and Health. U.S. Department of Health, Education and Welfare, Washington, D. C., 1964.

UNESCO Source Book, "Planning for Health Education in Schools." London: Longmaus, Green and Company Limited, 1966. (Study by C. E. Turner.)

Willgoose, Carl E. Health Education in Elementary Schools, Second Edition. Philadelphia: W. B. Saunders Co., 1964.

Young, James Harvey. The Toadstool Millionaires: A Social History of Patent Medicines in America before Federal Regulations. Princeton, New Jersey: Princeton University Press, 1961.

APPENDIX X

GEORGIA DEPARTMENT OF EDUCATION FILMS

Student 7-12

"About Fallout" - 24 min. (7083)
"Accident Behavior" - 18 min. (4333)
"Acting with Maturity" - 11 min. (2036)
"Action for Traffic Safety" - 14 min. (4546)
"Alcohol and the Human Body" - 15 min. (4618)
"Alcohol is Dynamite" (Revised Edition) - 10 min. (1234)
"Alcoholism" - 22 min. (4788)
"Alimentary Tract" - 11 min. (207)
"All about Weightlessness (The Astronaut's Dilemma)" - 11 min. (1513)
"Allergies" - 11 min. (684)
"Angry Boy" - 33 min. (7022)
"Answering the Child's Why" - 14 min. (4742)
"Are you Popular?" (Second Edition) - 11 min. (395)
"Artificial Respiration: The Back-Pressure Arm-Lift Method" - 6 min. (1376)
"Attitudes and Health" - 10 min. (352)
"Balance Your Diet for Health and Appearance" - 11 min. (1786)
"Better Boating - 10 min. (925)
"Blood, The" - 16 min. (5358)
"Body Care and Grooming" - 17 min. (4066)
"Body Defenses Against Disease" - 10 min. (232)
"Body Fights Bacteria" - 15 min. (4091)
"Cancer" - 11 min. (688)
"Cancer by the Carton" - 30 min. (7357)
"Cell,--The Structural Unit of Life" - 10 min. (1022)
"Cheating" - 11 min. (657)
"Children in Trouble" - 10 min. (1543)
"Circulation (Aibs)" - 28 min. (7205)
"Circulation" - 13 min. (4203)
"Circulation and the Human Body" - 10 min. (696)
"Closed Chest Cardiac Massage" - 11 min. (1649)
"Control of Body Temperature" - 11 min. (228)
"Digestion of Foods" - 10 min. (266)
"Drugs and the Nervous System" - 16 min. (5247)
"Ears and Hearing" (Second Edition) - 22 min. (4667)
"Ears: Their Structure and Care" - 11 min. (1704)
"Emotional Health" - 20 min. (4092)
"Endocrine Glands" - 10 min. (242)

"Exercise and Health" - 10 min. (531)
"Eyes and Their Care" - 11 min. (269)
"Eyes: Their Structure and Care" - 11 min. (1899)
"First Aid on the Spot" (Third Edition) - 10 min. (538)
"Foods and Nutrition" - 11 min. (218)
"From Generation to Generation" - 30 min. (7386) (Order on a separate Form and have countersigned by the Superintendent)
"Functions of the Body" - 16 min. (4331)
"Fundamentals of the Nervous System" - 16 min. (5367)
"General Effects of Heat on Man" - 21 min. (4449)
"Getting Along with Parents" - 14 min. (4869)
"Girl to Woman" - 17 min. (5461) (Preview before showing, order on a form and have countersigned by the Superintendent)
"Girls Beware" - 10 min. (744)
"Good Table Manners" - 10 min. (1224)
"Gossip" - 10 min. (1318)
"Growth and Development" - 10 min. (905)
"Heart and Circulation" - 10 min. (265)
"Heart, The: How it Works" - 11 min. (1195)
"Holding a Young Baby" - 11 min. (903)
"How Baby Learns to Obey" - 11 min. (898)
"How Much Cooperation" - 8 min. (854)
"How to Bathe a Baby" - 11 min. (902)
"How to Have an Accident at Work" - 8 min. (781)
"Human Body: Circulatory System" - 14 min. (4097)
"Human Body: Digestive System" - 14 min. (4169)
"Human Body: Excretory System" - 14 min. (4252)
"Human Body: Muscular System" - 14 min. (4291)
"Human Body: Nervous System' - 14 min. (4194)
"Human Body: Nutrition and Metabolism" - 14 min. (4317)
"Human Body: Reproductive System" - 15 min. (4318) (Recommended for showing to boys and girls in separate groups.)
"Human Body: Respiratory System" - 14 min. (4319(
"Human Body: The Skeleton" - 10 min. (1678)
"Human Brain" - 11 min. (867)
"Human Reproduction" (Second Edition) - 20 min. (5462) (Preview before showing, order on a separate form and have countersigned by the Superintendent
"Human Skeleton" - 11 min. (370)
"Immunization" (Second Edition) - 10 min. (379)
"Improve your Personality" - 11 min. (1231)
"Improving your Posture" (Second Edition) - 11 min. (572)
"In the Beginning" - 17 min. (4443)
"Infectious Diseases and Man-Made Defenses" - 11 min. (1775)
"Last Date" - 19 min. (4366)
"Losers, The" - 31 min. (7029)
"Making Life Adjustments" - 20 min. (4761)
"Many Lives of J.Q.P." - 10 min. (726)
"Marriage is a Partnership" - 17 min. (4023)
"Mealtime Psychology" - 11 min. (897)
"Meat and Meat Packing" - 14 min. (4569)
"Meat: From Range to Market" - 11 min. (932)
"Mechanisms of Breathing" - 11 min. (234)

"Mental Health (Keeping Mentally Fit)" - 11 min. (690)
"Moment of Decision" - 10 min. (743)
"Moods" - 15 min. (5025)
"Mouth to Mouth Resuscitation" - 12 min. (4849)
"Muscular System" - 11 min. (373)
"Name Unknown" - 10 min. (1337)
"Nervous System" - 11 min. (268)
"New Baby" - 22 min. (5066)
"New Road Ahead" - 29 min. (7154)
"No Smoking" - 10 min. (1336)
"None for the Road" - 15 min. (4394)
"Obesity--Problems of Fat Formation and Overweight" - 11 min. (686)
"Parents are People Too" - 15 min. (4008)
"Personal Health for Girls' - 10 min. (1123)
"Personal Hygiene for Boys' (Second Edition) - 10 min. (1114)
"Personality and Emotions" - 13 min. (4947)
"Posture and Exercise" - 11 min. (209)
"Posture in Motion" - 8 min. (714)
"Professional Nurse, The" - 27 min. (7353)
"Profile of an Alcoholic" - 35 min. (9026)
"Respiration" - 11 min. (1241)
"School Bus Safety--with Strings Attached" - 28 min. (7026)
"Seduction of the Innocent" - 11 min. (741)
"Sense Perception" (Revised Edition) - 28 min. (7013)
"Senses (Aibs)" - 28 min. (7213)
"Should you Drink?" - 21 min. (4868)
"Skeleton, The" - 11 min. (669)
"Sniffles and Sneezes" - 10 min. (1193)
"Spinal Column (Structure and Function in Man)" - 11 min. (1460)
"Starvation without Hunger" - 14 min. (5261)
"Study of the Blood Stream" (Revised Edition) - 30 min. (7121)
"Teaching Teenagers about Alcohol" - 16 min. (4876)
"Teeth: Their Structure and Care" - 11 min. (1911)
"Thinking about Drinking" - 15 min. (4715)
"This is your Lung" - 20 min. (4545)
"Time Pulls the Trigger" - 23 min. (7358)
"Tobacco and the Human Body" - 17 min. (4969)
"Understand your Emotions - 14 min. (4015)
"Understanding Vitamins" - 14 min. (4841)
"Vandalism" - 11 min. (1317)
"Vandalism: Crime or Prank?" - 6 min. (685)
"Visits to the Doctor" - 11 min. (900)
"Visual Perception" - 19 min. (4908)
"What's on your Mind" - 11 min. (1659)
"When Should I Marry?" - 19 min. (4708)
"Why Vandalism?" - 17 min. (5272)
"Why We Respect the Law" - 14 min. (4027)
"Your Body During Adolescence" - 10 min. (1192)
"Your Voice" - 10 min. (427)

APPENDIX Y

GEORGIA DEPARTMENT OF EDUCATION FILMS

Teacher Resource - Secondary

"Boy to Man" - 16 min. (5460) - Preview before showing.
"Boys Beware" - 10 min. (746) - Preview before showing.
"Discipline During Adolescence" - 16 min. (4642)
"Dropout" - 27 min. (7353)
"Dropout, The" - 29 min. (7296)
"Emotional Maturity" - 20 min. (4649)
"Feeling of Rejection" - 21 min. (4005)
"Heredity and Prenatal Development" - 22 min. (4223)
"It's up to You" - 11 min. (712)
"Kathy" - 19 min. (5537)
"LSD-25" - 27 min. (7017)
"Marijuana" - 34 min. (7516)
"Meaning of Adolescence" - 16 min. (4404)
"Meeting Emotional Needs in Childhood: The Groundwork of Democracy" - 33 min. (7016)
"New Prime of Life" - 12 min. (5027)
"Planning for Vitamin C in Type A School Lunch" - 30 min. (7361)
"Social Seminar: Brian at Seventeen" - 30 min. (7971)
"Social Seminar: Changing" - 30 min. (7968)
"Social Seminar: Community in Quest" - 30 min. (7976)
"Social Seminar: Drug Talk, Some Current Drug Programs" - 22 min. (5659)
"Social Seminar: Drugs and Beyond" - 20 min. (5655)
"Social Seminar: Jordan Paul - One Teachers Approach" - 22 min. (5658)
"Social Seminar: Meeting" - 30 min. (7977)
"Social Seminar: Mr. Elders Class - Drug Education at Elementary Level" - 30 min. (7974)
"Social Seminar: News Story" - 30 min. (7930)
"Social Seminar Promotional Film" - 30 min. (447)
"Social Seminar: The Family" - 30 min. (7969)
"Social Seminar: What is Teaching? What is Learning" - 30 min. (7973)
"Social Seminar: Youth Culture Series, 'Bunny' " - 15 min. (5652)
"Social Seminar: Youth Culture Series, 'Guy' " - 20 min. (5651)
"Social Seminar: Youth Culture Series, 'Teddy' " - 15 min. (5654)
"Social Seminar: Youth Culture Series, 'Tom' " - 20 min. (5653)

APPENDIX Z

RESOURCE MATERIALS FROM GEORGIA DEPARTMENT OF HUMAN RESOURCES

The Georgia Department of Human Resources has limited quantities of health literature that could serve as supplementary reading for teachers and for students in certain areas of the health education curriculum. A complete listing of material is not available because it is very difficult to keep a catalog current. In ordering literature it is important for the teachers to designate the grade level he is teaching and the subject areas in which he wishes material. In most cases it is appropriate to order several copies to be used as resources in the classroom or library. The department does not have any literature in sufficient numbers for distribution to every child.

Films available from the Georgia Department of Human Resources should be ordered through the local county health department and first and second choice of showing dates should be indicated. The films will be sent directly to the school and should be returned to the State Department as soon as it has been used.

APPENDIX AA

CRITERIA FOR THE SELECTION OF HEALTH EDUCATION TEXTBOOKS

Special Nature of the Textbook

The health education textbook must provide for sequences, scope, horizontal continuity and progression of learning experiences.

Desired Approach

The text should stress the importance of the integration of health education with everyday living through individual and group experiences. The text should also provide experiences which will utilize local resource persons in the educational process.

Major Emphases to be Covered

The introduction and depth of the areas of emphasis should be dependent on physiological, psychological and sociological readiness of the learner.

The following areas should be emphasized with the introduction and depth based on the aforementioned factors.

Rules of Health
Proper Exercise, Rest and Sleep
Nutrition and Weight Control
Anatomy and Physiology of the Body
Cleanliness, Grooming and Clothing
Dental Health
Community Health
Alcohol, Tobacco and Drug Abuse
Communicable and Non Communicable Disease
  (including venereal disease)
Sex Education, Family Life and Child Care
Consumer Health
Health Careers
Home Nursing
Posture and Body Mechanics
Eyes, Ears, Nose and Throat
Accident Prevention Safety and First Aid

Chronic and Degenerative Disease
Medicine and Drugs
Radiation, Pollution and Health

APPENDIX BB

DEPARTMENT OF HUMAN RESOURCES EMERGENCY HEALTH SERVICE

The Emergency Health Service of the Georgia Department of Human Resources assists local schools by training teachers through in-service workshops. These workshops may include training in medical self-help, accident prevention, injury control and disaster planning. The medical self-help course contains instruction in such subjects as radioactive fallout * and shelters, healthful living in emergencies, artificial respiration, bleeding and bandaging, fractures and splints, transportation of the injured, burns, shock, nursing care of the sick and injured, infant and child care, and emergency childbirth (only taught at the request of the superintendent). This course is offered through educational television. Check school program listings for dates and times.

The Emergency Health Service also acts as a clearinghouse for poison control information. Materials are available through request of the school principal.

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* Radiation detection instruments belonging to schools can be repaired and calibrated free by the Emergency Health Service.

APPENDIX CC

SECONDARY HEALTH EDUCATION: AN APPROACH TO CURRICULUM DEVELOPMENT

I. Introduction

The future of the nation depends to a great extent on what is done to promote, improve and preserve the health of school age youngsters Now.

Parents have the primary responsibility for the health of children and youth, schools have a vital secondary responsibility.

Health instruction belongs in the school curriculum because such knowledge is necessary, can be efficiently learned in school and other public agencies do not provide for such instruction.

Making intelligent decisions relating to personal and community health requires the exercise of rational reasoning as well as an understanding of the scientific factors involved.

There should be an increase in emphasis in our educational system, particularly in the secondary school curricular, on the study of man as a biological organism and of the effect of physical and emotional environment on his personal health.

Health education should therefore be an integral and basic part of the school curriculum. The curriculum should be a flexible and adaptable tool to meet varying conditions.

A well planned health education program is designed to insure that all students attain desirable physical and mental health practices; knowledge and understanding of, as well as respect for, their bodies; a sound set of values and attitudes concerning themselves and others; and the application of health education learnings and skills for the wise use of leisure time. Emphasis should be directed toward behavior, rather than oriented toward disease.

Sound programs of personal maintenance, involving appropriate rest, diet and recreational activities, contribute to self-fulfillment. They also constitute effective preventive measures against illnesses resulting from undue physical or mental strain and duress. For many citizens, desirable health practice will best be developed through public school health education programs; therefore, these programs must be adequately designed and developed to meet the needs of a changing society.

Health education, like many other academic fields, has turned to the concept oriented approach in curriculum planning and development. A concept refers to an idea, a stable impression, a meaning or a thought held by an individual. Concepts provide a needed framework for knowledge and for thinking, both necessary aspects for health education. These concepts are arranged in a kind of hierarchy to reflect the wholeness of health education. The Division of Elementary and Secondary Education has developed a K-6 guide which also utilizes the conceptual approach. This structure of knowledge in health education tends toward permanence in the curriculum and allows for accumulation and introduction of new knowledge within the framework of ideas.

Curriculum content must be revised from time to time. The specific concerns of health education are listed below.

a. Instruction which includes alcohol, tobacco, drug use and abuse; diseases; environmental, community and national health resources; nutrition and health; personal, family, school and occupational living and health; safety and first aid; social and emotional health; structure, function and care of the body; and consumer education.

b. A healthful school environment used as a teaching and learning experience.

c. Health services to include health examinations, individual screening, counseling and referral, and emergency care and first aid.

II. Special Consideration Basic to the Effective Utilization of the Quarter System in Health Education, Grades 7-12

A. State Law (1971 Revision)

Code Chapter 32-19

Health and Physical Education

32-1901. State Board of Education to Prescribe Course of Study in Health and Physical Education. The Georgia State Board of Education shall prescribe a course of study in health and physical education for all grades and grade levels in the public school system and shall establish standards for its administration. Said course may include instruction in alcohol, smoking and health and drug abuse education and may occupy periods totaling not less than thirty (30) minutes per day in kindergarten through grade eight or equivalent grade levels. A manual setting out the details of such courses of study shall be prepared by or approved by the State Superintendent of Schools in cooperation with the State Board of Health and State Board of Education, and such expert advisors as they may choose.

32-1902 Universities and Colleges Required to Teach Separate Courses in Health and Physical Education.

Universities and colleges having teacher preparation programs shall require, as a part of teacher preparation requirements, a separate course in health education and a separate course in physical education. The content of said course in health education shall include general knowledges and attitudes in all critical areas of health and shall include drug abuse, alcohol and smoking and health education. The required course in physical education shall contain knowledges, attitudes and understandings of how physical activity shall be integrated and correlated into the total life style of an individual.

B. Standards for Public Schools of Georgia

As a result of the signing of this Bill into law the State Board of Education has set up standards for health education. The criteria based on State Board Policy (Standard 12) is as follows.*

BR ____ 210. Health education as a discrete subject is required of all students in secondary schools for graduation. (Schools may meet this criterion by requiring either one semester in the eighth grade or one quarter in grade eight and one quarter in any grade 9-12). N/A if the school does not contain grade 8 or above.

BR ____ 211. Health education includes annual instruction in the potential hazards of tobacco, alcohol and drug use, misuse and abuse. This instruction must be given in grade five and in each subsequent grade or it may be begun on a lower grade level at the discretion of local school officials. N/A if the school does not contain grade five or above.

BR ____ 212. Every student in kindergarten through grade eight is enrolled in health and physical education for a minimum of 30 minutes daily. N/A if the school does not contain any of the grades one through eight.

C. Suggestions for Implementation of Standard BR 210

The implementation of this standard could be facilitated by adhering to the following outline describing three options and suggested course content. Actual course content and suggested learning activities can be found in this guide.

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* Standards for Public Schools of Georgia (1973), Georgia Department of Education, Atlanta, Georgia, p. 19.

1. Option One - one semester in the eighth grade. (Two quarters if school system is utilizing the quarter plan).

   (a) Health Education 100. This course would explore some of the major health problems facing children and youth today as well as those anticipated in the next decade. The content must be adapted to local needs and conditions. The emphasis should be placed on the following topics: alcohol, tobacco, drug use and abuse; diseases; environmental, community and national health, nutrition and health; personal, family, school and occupational living; safety and first aid; social and emotional health; structure, function and care of the human body; and consumer education.

2. Option Two - one quarter in the eighth grade and one quarter in high school.

   (a) Health Education 101 (eighth grade). This course is designed to explore concepts in the following health education areas. However, student interest should determine the amount of time spent in each area: alcohol, tobacco, drug use and abuse; diseases; environmental, community and national health resources; nutrition and health; personal, family, school and occupational living and health; safety and first aid; social and emotional health; structure, function and care of the body; and consumer health.

   (b) Health Education 301 (high school). This course is designed to further explore concepts in the following health education areas. Student interest will probably dictate going more in-depth in certain areas than in others: alcohol, tobacco, drug use and abuse; diseases; environmental, community and national health resources; nutrition and health; personal, family, school and occupational living and health; safety and first aid; social and emotional health; structure, function and care of the body; and consumer health.

3. Option Three - a full unit in high school

   (a) Health Education 200. This course is designed to explore concepts in the following health education areas: environment, community and national health; personal, family, school and occupational living; and consumer education.

(b) Health Education 201. This course is designed to explore concepts in the following health education areas: diseases; alcohol, tobacco and drug use and abuse; and social and emotional health.

(c) Health Education 202. This course is designed to explore concepts in the following health education areas: structure, function and care of the body; nutrition and health; and safety and first aid.

III. Instructional Package Development

The approach to instructional package development being utilized in this section is an example which could be applicable to meet local school systems in Georgia. The procedure, treatment and content of the chosen subject (Civil Defense, First Aid and Medical Self-Help) should serve as a model and guidance for structuring packages for other learning blocks considered in this guide.

A. Goals and Purpose

The development of instructional packages should begin with a definition of the purpose of the package. The purpose should reflect the environment in which the package will function and also broadly define the constraints the environment places on the package. Example: In the case of this package (Civil Defense, First Aid and Medical Self-Help), the school setting is the environment and the health education classroom is the location in the environment. The class will meet a given number of times per week for a given number of weeks. Adequate facilities and resources should be provided for the course.

The purpose serves as the initial building block for goal formulation. The following is an example of a goal for the "Civil Defense, First Aid and Medical Self-Help" package.

In order for an individual to function successfully in a program of civil defense, he should have at his command skills, knowledges and understandings that would enable him to make wise decisions and to meet problems that confront him daily. This course is designed to provide the student with these competencies and should build on knowledges transferred through U.S. history and government, physics, chemistry, biology and general science, home economics and English.

B. Unit Objectives (Student Terminal Performance Objective)

After completing the unit in Civil Defense and Medical Self-Help, students should exhibit positive respect, attitudes, behavior, knowledges and personal practices concerning survival in time of disaster.

Students should also exhibit the above mentioned traits through personal example and will discuss and interact with peers and others concerning personal and group survival in time of disaster.

After completion of this unit, students should be able, both affectively and cognitively, to select and apply appropriate first aid procedures in time of a disaster.

C. Enabling Objectives (Learner Objectives)

Students in the Civil Defense and Medical Self-Help course should

- after making a written record of the local fall out shelters and capacities of each, be able to say which shelter he would enter if a disaster arose. The instructor can give the student a hypotetical time and location and request a spontaneous answer.

- after lectures and demonstrations about current world conditions, the need for civil defense and the role of first aid in survival, be able to pass a written test.

- after small group discussion and presentations on hazards, be able to write at least six of the eight natural and man made hazards which may result in emergency or disaster situations.

- after instruction on civil defense national, state and local structure and leaders, be able to describe the role, structure and general make-up of this disaster program.

- after learning 10 safety precautions to follow after a natural disaster, be able to follow an established pattern for survival. The student should finish this task in less than five minutes without prompting.

- after lectures and demonstrations of steps to follow in securing one's home before leaving during a time of disaster, be able to orally recall and demonstrate four of the basic steps which would safely secure the home.

- after group discussion and interaction among class members concerning safety precautions to follow if walking or driving during a flood or hurricane, be able to write six safety precautions to follow if walking or driving during a flood or hurricane.

- after instruction concerning medical emergencies, be able to state six general rules for any medical emergency in five minutes.

- after demonstration and practice of mouth-to-mouth artificial respiration, be able to demonstrate on a classmate or mechanical device ten steps involved in administering mouth-to-mouth artificial respiration. This should be accomplished in less than a three minute period.

- after learning the steps in treating a shock victim, be able to explain and demonstrate in five minutes the four steps to follow in treating shock.

- after demonstrations of techniques to treat burn victims, be able to demonstrate seven steps in treating a burn victim. This will be accomplished in a laboratory classroom period.

- after instruction and class discussion on methods of improvising fall-out protection in the basement of a home, be able to explain in writing two methods of improvising fall-out protection in the basement of a home.

- after group discussion and interaction among students concerning recreational activities and their importance during periods of confinement, be able to write down at least six recreational activities for periods of confinement.

D. Major Areas of Content for Unit on Civil Defense Education

1. Natural disasters

(a) Tornadoes

Definition: A tornado is the most violent weather phenomenon known to man. It is also called a "twister" and, incorrectly, a "cyclone." It is described as a small storm that usually appears as a funnel-shaped cloud rotating rapidly and tapering toward the ground, within which wind velocities have been estimated at speeds up to 500 miles per hour. Generally, its path covers only a small area, being usually no more than 1/4 mile wide and from 15 to 20 miles in length. Some have been observed having a width of one mile and up to 300 miles in distance on the ground. Normally, the tornado lasts only a short time as it moves forward at approximately 25 to 40 miles per hour. Tornadoes mostly move from southwest to northeast, but some have been known to travel in other directions.

Where they Strike: Tornadoes may strike any part of the United States. All of the adjoining 48 states and the District of Columbia have felt the fury of these storms at one time or another. The areas most likely to be stricken, however, lie within the central part of the United States.

When they Strike: From noon to midnight 82 per cent of the observed and reported tornadoes have occurred. They may strike, however, at any hour. At any location in the ground path of a tornado, the storm will strike and move on in one or two minutes, but hazards created by the resulting storm damage may continue. Walls left standing in a dangerous condition or broken electrical power lines lying on the ground are threats as long as persons are exposed to them. A school building which is unoccupied at the time a tornado strikes can become an emergency situation if curious onlookers and workers go near it. Students are likely to be excited, emotionally disturbed or interested in salvaging what they can from the debris and emergency should continue until the school administration, teachers, or civil authorities establish adequate safety zones and security measures about the premises.

(b) Hurricanes

Definition: Hurricanes are tropical cyclones that form near the Equator over all tropical oceans except the South Atlantic. In the western North Pacific Ocean, they are known as typhoons; in the Bay of Bengal and the northern Indian Ocean, cyclones; in the South Pacific, eastern North Pacific, southern Indian and North Atlantic Oceans (including the Gulf of Mexico and Caribbean Sea), they are known as hurricanes. Hurricanes in Australia are sometimes called willy-willys and the typhoons of the Philippines, Baguios. All are of the same general character and, as a class, are known as tropical cyclones.

The hurricane is the most powerful of all storms. Wind velocities must reach 74 miles per hour or higher before a disturbance can be called a hurricane. Although this velocity is considerably less than that of a tornado, the hurricane is a much larger storm and affects an area for a much greater time period. Its diameter varies greatly. In some cases, it is not more than 50 to 75 miles; but in the majority of cases the diameter is greater, and in many instances has exceeded 500 miles as compared to 1/8 to one mile diameter of a tornado. Furthermore, the hurricane may carry its destruction over a path many hundreds or even thousands of miles in length; whereas tornadoes usually travel from 15 to 20 miles, with a maximum of nearly 300 miles.

Where they Strike: Hurricanes form over tropical oceans where there is an abundance of moisture in the warm air. The Atlantic Ocean, the Caribbean or the Gulf of Mexico is the birthplace of practically all of the hurricanes that affect the United States, although a few form in the eastern Pacific off the Central American coast and move west or northwestward. These seldom reach the

California coast, but have affected Hawaii. Hurricanes generally move toward the west at first, and then curve gradually northward. They strike the United States along the coast of the Gulf of Mexico or the Atlantic Ocean. Hurricanes moving inland from the Atlantic Ocean have ranged from southern Florida to as far north as New England. Hurricanes usually weaken and dissipate before traveling far inland; but they can cause severe inland floods with heavy rains. The coastal areas from Texas to Florida and from Florida to New England face the greatest threat of hurricane disaster.

When they Strike: Hurricanes are most likely to strike from late summer to early fall in the western hemisphere. When the storm appears to be 30 to 36 hours away from the United States, a "hurricane watch" is announced. A "hurricane warning" is issued when winds reach 74 miles per hour, or dangerous high water or rough seas are expected in the specified coastal area within the next 24 hours.

(c) Floods

Definition: A flood is defined as water that covers land not usually under water. Floods destroy property, disrupt normal activities and services, carry away topsoil and crops, and endanger life. While lakes, seas, and oceans sometimes flood coastal areas, most floods are caused by rivers overflowing their banks. The damage stage of a flood is usually reached when the river's banks are full and the overflow begins to cover the flood plain. Flood plains may be very narrow in mountainous regions or miles wide where a river's course is through flat lands. Sometimes floods are beneficial, as in the case of the Nile River and in the rich soil deposited in the delta regions of many rivers. Despite modern methods of prediction and warning, floods still constitute major disaster threats for many parts of the world and for millions of people.

Where they Strike: Low-lying coastal areas and land near rivers are subject to flooding at almost any time. The entire United States east of the 90th meridian is subject to periodic floods. The Mississippi-Missouri River system and its feeders often cause major floods that cover millions of acres of land. Floods are not uncommon in New England, along the entire Atlantic Coast (especially in hurricane season), in the Far West and along the Gulf Coast. Losses from floods in this country average $300 million each year. Flash floods caused by heavy rains or sudden thaws may even effect normally dry areas such as the Southwest and the Rocky Mountain States.

Despite flood control efforts, such as planting trees in watersheds, and building reservoirs, no area near a large river can be made completely flood proof.

When they Strike: The usually causes of river floods include rain or rapid melting of ice and snow. Floods from seas or lakes are usually caused by winds piling up water against the coast line (see hurricanes), and occasionally by earthquakes or volcanic eruptions, which may cause tidal waves. Therefore, heavy rainfall, the spring thaw, and the hurricanes often produce floods. The U.S. Weather Bureau issues flood warnings for more than 1,000 places in the United States and uses radar to spot heavy rain areas that may cause flash floods.

(d) Blizzards

Definition: A blizzard is a winter storm characterized by extremely cold weather, strong winds and blowing snow. They are usually produced when cold, polar air is drawn into active low-pressure disturbances. Although blizzard conditions can be forecast quite accurately, the onslaught of a storm may be sudden and its ferocity may increase rapidly. Temperatures may fall 10 to 20 degrees per hour, reaching lows of 20 to 30 degrees below zero. Winds of 50 to 60 miles an hour may fill the air with fine, powdery snow that creates deep snowdrifts and reduces visibility to a minimum. Persons caught in a blizzard may even find difficulty in breathing. Snow driven by the wind may be falling or it may be picked up from earlier snowfalls.

Where they Strike: Blizzards generally form in the Rocky Mountain and Plains States of North America where there is an abundant supply of cold air during the winter.

Land west of the Great Lakes is most likely to be stricken especially North Dakota, South Dakota, Minnesota, Wisconsin, Iowa, Nebraska, eastern Montana, and eastern Wyoming. Blizzards may strike anywhere within the Plains States and Middle West and as far south was Texas. They are rare in the Northeast, and virtually unknown in the deep South and far West, except in the highlands.

When they Strike: Late fall through the winter and into early spring.

(e) Earthquakes

Definition: An earthquake is caused by a sudden displacement within the earth. Displacement at relatively shallow depths may be caused by volcanic eruptions, or or even by avalanches. The resultant earthquakes are usually light and do little damage. Strong and destructive earthquakes usually result from the rupturing or breaking of great masses of rocks far benearth the surface of the earth. The ultimate cause of these deep ruptures has not been established.

Where they Strike: Two-thirds of all earthquake activity in the United States has occurred in the Pacific Coast States and portions of Nevada. Within this region, the area of greatest earthquake frequency is in the Coastal Ranges of central and southern California, extending from the San Francisco Bay area southeastward to the vicinity of Los Angeles. Elsewhere along the Pacific coast earthquake activity is relatively great along the coast of Northern California and in the Puget Sound lowland of Washington.

A zone of earthquake activity extends from Montana southward into northern Arizona. The central part of the United States is not an area of great earthquake frequency. The greatest concentration of shocks has been in eastern Missouri and nearby States. In the eastern United States earthquakes have been scattered widely, and most have been only minor.

Alaska has many earthquakes, especially in the south. The major earthquake belt in Alaska extends through the Aleutian Islands, the Alaska Peninsula, and into the Kenai Peninsula and inland several hundred miles to Fairbanks.

2. When they Strike: It is not possible to forecast an earthquake to any useful degree. Seismologists are aware of the areas where earthquakes are likely to strike, but are unable to predict the day, week or month when an earthquake will strike.

Nuclear Attack

Definition: When a nuclear bomb or missile explodes, the main effects produced are intense light (flash), heat, blast, and radiation. How strong these effects are depends on the size and type of the weapon; how far away the explosion is; weather conditions (sunny or rainy, windy or still); the terrain (whether the ground is flat or hilly); and altitude of the explosion (high in the air, or near the ground). All nuclear explosions cause light, heat and blast, which occur immediately. In addition, explosions on or close to the ground create large quantities of dangerous radioactive fallout particles, most of which falls to earth during the first 24 hours. Explosions high in the air create smaller radioactive particles, which would not have any real effects on humans until many months or years later, if at all.

Where they Strike: There is no way to say for sure where a nuclear attack might be centered. Most nuclear attacks would probably be centered in the large metropolitan areas and near industrial and defense sites.

When they Strike: In the event of war, a nuclear attack on the U.S. might occur. With many technological advances, the nation will always be warned of a pending nuclear attack. Attack warning signals and attention or alert signal are good things to know in such an emergency.

3. Public Responsibilities in a Disaster

In any disaster, there are certain things the public should do and others they should not do. The following points are "Rules of Conduct" in a disaster.

(a) Warning, Information and Advice

The public must learn to rely on news media for official warnings and authoritative information. Each individual has a responsibility to himself and his community to keep informed and to follow any directions given. Because of the possibility of electricity being disrupted, a battery-operated radio should be an important part of a family's emergency equipment.

(b) Use of the Telephone

Indiscriminate use of the telephone can seriously hamper disaster operations. Telephone switchboards designed to handle the calls of a normal day quickly become jammed during an emergency. Telephones should be used to report emergency incidents and situations, not as a personal source of information.

(c) Movement into a Disaster Area

One of the problems noted in virtually all disasters is the mass movement of people, messages, and supplies toward the disaster-struck area. This covergence complicates control measures and retards organized relief efforts. The problem of controlling people who move into a disaster area is made more difficult by the fact that some people have a valid reason for being there and others do not. These people have been divided into five major types, according to their motivation for going to the scene of the disaster. They are

- The returnees, persons evacuated or absent at the time of the disaster.

- The anxious, people who are concerned about friends or relatives in the disaster area.
- The helpers, formal relief and control agencies volunteers who move into the disaster area to assist local authorities.
- The curious, sightseers or spectators who converge on a disaster area.
- The exploiters, people who move into a disaster area solely for the purpose of private gain from looting, profiteering, etc.

4. Shelter Supplies and Equipment

(a) Food and Water

In an emergency water is essential. Water systems might go out of operation. You need to store at least 4 gallons of drinking water per person for your family, and more would be better.

If no stored water is available you could use the following.

- your home water system - pipes, pressure or storage tanks, water heater, flush tanks or toilets
- your refrigerator or freezer, ice cubes, melted frost.
- properly sealed and covered wells
- springs. Provided the spring and outlet are covered and protected from surface run-off.

(b) Food

Include foods that

- your family likes
- require little or no water
- can be eaten without heating
- are put up in one-meal sizes
- take minimum storage space
- can be rotated in your home food supply (fruit juices every 3-6 months, prepared foods every six months to one year)

- have a long shelf life

You should have

- beverages: fruit and vegetable juices, powdered coffee, tea, milk, soft drinks, canned milk

- prepared foods: canned hash, spaghetti dinners, salmon, tuna, chicken and noodles, baked beans and frankfurters (without tomato sauce)

- vegetables: peas, corn, lima beans, etc.

- fruits: peaches, pears, prunes, apricots

- staples: crackers, cookies, pretzels

- spreads for crackers and sandwiches: peanut butter, cheese spreads, meat spreads

- soups: vegetable, pea, noodle, beef, clam chowder, mushroom, other than tomato

- sugar and salt

- special food for dietetics and/or infants

(c) Shelter supplies and equipment

- beds - cots, bunks, sleeping bags, blankets

- clothing - warm clothing, boots, disposable coveralls

- utensils - paper plates, cups, knives, forks, spoons, pans, can opener

- sanitation - garbage can, newspapers, paper and plastic bags, disinfectant, soap, deodorizers, personal supplies, toilet tissue, wash pan, towels

- items for shelter living - folding tables and chairs, games and puzzles, paper, pencils, crayons, reading materials, sewing kit, first aid kit, medicines, camp stove, clock, calendar, matches, string and rope, broom and dust pan, wrench and pliers, candles, flashlight and batteries, fire extinguisher.

Medical supplies should be tailored to individual needs of the family. However, the following basic list will be helpful in preparing to meet those needs.

antiseptic solution
aspirin tablets (5-grain)
smelling salts
dressings, sterile (4" x 4")

baking soda
cough mixture
diarrhea medication
ear drops
table salt
toothache remedy
specified medications recommended by your physician
adhesive tape, roll (2" wide)
applicators, sterile, cotton-tipped
bandage, sterile roll (2" wide)
bandage, sterile roll (4" wide)
bandages, triangular (37" x 37" x 52")
safety pins (assorted sizes)
sanitary napkins
soap
scissors
splints, wooden (18" long)
thermometer (clinical oral or rectal type)
water purification materials
first aid handbook
rubbing alcohol
petroleum jelly
nose drops (water soluble)
motion sickness tablets (for nausea)
cotton, sterile, absorbent
bandages, (can of plastic strips, assorted sizes)

E. Suggested Learning Activities

1. Discuss various kinds of disasters based where possible on current events, with the purpose of developing a definition of "disaster."

2. Collect clippings of news stories and pictures of natural disasters and make into a booklet.

3. Visit the local civil defense office. The teacher and the class should develop a set of questions to be answered during the trip, such as

   - How many people work at the office?

   - What do they do?

   - How do civil defense workers know when there will be trouble?

   - How do the civil defense workers let the people know there will be trouble?

   - What does the public fallout shelter sign look like? Why is it called a "fallout" shelter?

4. Take a walk to locate public fallout shelter signs in the neighborhood.

5. Visit the school emergency shelter areas with the principal.

6. Locate community map, police, fire, and civil defense offices and public fallout shelter locations.

7. Visit a public fallout shelter in the company of the Civil Defense Director or the shelter manager. Review community shelter supplies before the visit. Note particularly protection factor, supplies, recreation and training needs.

8. Plan a home shelter and list supplies for it.

9. Plan a program of children's activities for shelter living. Include books, games and music, and assignment of responsibilities for activities and supplies.

10. Have a committee or committees research and report on national, state and local government organization and responsibility for civil defense action.

11. Evaluate the school's emergency plan and make recommendations to the principal concerning any needed revisions.

12. Investigate and report on civil defense education and training programs and make recommendations to the class and parents regarding education and training for individuals.

13. Invite a member of the staff of the local weather bureau to speak to the class on how natural disasters are predicted, stressing those most likely to affect the local area. This might be done through a committee visit to the bureau.

14. Break the class into five study groups and assign studies of tornadoes, hurricanes, floods, blizzards and earthquakes.

F. Resources

In Time of Emergency: A Citizen's Handbook on Nuclear Attack and Natural Disasters, OCD/DOD. H-14. 1968

Personal and Family Survival, OCD/DOD. SM 3-11. 1966 Revision.

Realistic Approach to Civil Defense, A. American Association of Administrators, National Commission on Safety Education, Office of Civil Defense. OCD/DOD. MP-36. 1966,

Fallout Protected Schools, OCD/DOD. TR-41.

About Fallout, DOD CD 3-220, color, 24 min.

Face of Disaster, The. DOD CD 20-239, b/w, 10 min.

Hurricane Called Betsy, A. DOD CD 20-251, b/w, 28:54 min.

Post Attack World, DOD CD 20-231, b/w, 14:40 min.

Shelter on a Quiet Street, DOD CD 5-221, color, 24:02 min.

Though the Earth Be Moved, DOD CD 20-238, b/w, 25 min.

Town of the Times, DOD CD 20-222, color, 26 min.

Format for Preparing System Emergency Preparedness Plan (Supplement), Curriculum Development Division, Office of Instructional Services, Georgia Department of Education, Atlanta, Georgia 30334.

Guide to Disaster Planning, Civil Defense Education Unit, Curriculum Development Division, Office of Instructional Services, Georgia Department of Education, Atlanta, Georgia 30334.

Government in Emergency, Department of Defense, Office of Civil Defense, May, 1970.

G. Evaluation

1. Construct an objective test on basic civil defense terms, local civil defense plans, facts about fallout, alert and warning signals, and local shelter areas based on student questions.

2. Have students develop and conduct a program for your PTA on either the local civil defense program or your school's emergency plans.

3. In out-of-class discussion, draw suggestions as to other subject areas where the junior-senior high school curriculum could contribute to better preparation of students for emergency situations.

4. Conduct a survey of the knowledge about the attitudes toward civil defense, using a student-prepared questionnaire.

5. Give students a drawing of a home and have them mark the areas best suited for shelter construction.

6. On a student-prepared listing of shelter supplies, have students mark those items essential and those desirable for home shelter stocking.

7. Have students debate the relative merits of home and public fallout shelters.

8. Have the class prepare information sheets on natural disasters that might occur in the area, and on protection needed -- Do's and Don'ts.

9. Have the class prepare lists of the local emergency and relief

agencies needed and available in times of disaster that are all coordinated by civil defense.

H. Sample Test on Natural Disasters

1. Multiple-Choice Questions

Directions: Draw a line under the correct answer.

(a) Tropical cyclones that form near the Equator are called (1) blizzards (2) floods (3) tornadoes (4) hurricanes.

(b) The small storm that ususally appears as a funnel-shaped cloud is known as (1) hurricane (2) earthquake (3) tornado (4) blizzard (5) flood.

(c) When there is a sudden displacement within the earth, the result is called a/an (1) flood (2) earthquake (3) hurricane (4) blizzard (5) tornado.

(d) The most powerful of all storms is the (1) flood (2) hurricane (3) tornado (4) earthquake (5) blizzard.

(e) The storm that usually travels westward at first and then curves gradually toward the north is the (1) flood (2) hurricane (3) earthquake (4) blizzard (5) tornado.

(f) The greater part of the United States is free from (1) earthquakes (2) blizzards (3) tornadoes (4) hurricanes (5) floods.

(g) It is not yet possible to forecast to any useful degree when the following may strike. (1) tornado (2) hurricane (3) earthquake (4) flood (5) blizzard.

(h) The Atlantic Ocean, the Caribbean, and the Gulf of Mexico are the birthplaces of practically all earthquakes (2) hurricanes (3) blizzards (4) floods (5) tornadoes. (In the United States).

(i) The most violent weather phenomenon known to man is the (1) earthquake (2) hurricane (3) flood (4) blizzard (5) tornado.

(j) The storm that usually forms in the Rocky Mountain and Plains States of North America, where there is an abundant supply of cold air during winter, is the (1) hurricane (2) tornado (3) flood (4) blizzard (5) earthquake.

2. Completion Questions

(a) ______________________________ are the two "standard" emergency signals that have ______________________________ been adopted in most communities.

(b) ______________________________ is a 3-5 minute wavering sound on the sirens, or a series of short blasts on sirens, whistles, or other devices.

(c) ______________________________ is a 3-5 minute steady blast on sirens, whistles, or other devices.

(d) ______________________________ is used to warn of a natural disaster or other emergency.

(e) ______________________________ means that actual attack against the United States has been detected.

(f) ______________________________ travels 25 to 40 miles per hour.

(g) ______________________________ travels at least 74 miles per hour.

(h) ______________________________ is a body of water covering land that is usually not under water.

(i) ______________________________ is most likely to strike from late summer through the fall in the western hemisphere.

(j) ______________________________ usually occur when cold polar air is drawn into active low-pressure disturbances.

3. True-False Questions

Directions: Indicate whether the sentences are true (t) or false (f) by placing a circle around the correct answer.

T - F (a) When a Tornado Warning is issued, take shelter within the next 2 hours.

T - F (b) If you are driving an automobile when an earthquake occurs, you should immediately stop the car and leave.

T - F (c) If you are outside when an earthquake occurs, remain outside.

T - F (d) If a tornado is sighted and your home has no basement, take cover under heavy furniture.

T - F (e) Drive away from a tornado's path at a right angle if you are in open country.

T - F (f) When a tornado approaches, it is safe to remain in a trailer or mobile home.

T - F (g) During a disaster, one should travel faster than road and weather conditions permit in order to save time.

T - F (h) If you are caught in a blizzard, it is not necessary to seek refuge since it is only a snowstorm.

T - F (i) During a blizzard, if there is no house or other source of help in sight, do not leave your car to search for assistance.

T - F (j) If you are walking when a tornado approaches, take cover and lie flat in the nearest depression such as a ditch, culvert, excavation or ravine.

IV. Approaches to Curriculum Design in Health Education

A. The conceptual approach: a method for curriculum design in health education.

1. Conceptual approach -[*] Health education, like many other academic fields, has turned to the concept oriented approach in curriculum planning and development. A concept refers to an idea, a stable impression, a meaning or a thought held by an individual. Concepts provide a needed framework for knowledge and for thinking, both necessary aspects for health education.

Identifying representative concepts of a field of knowledge serves as a basis for the selection of subject matter content and teaching procedures that will give meaning to the concepts. Since concepts are personal organizations of interpretation, they cannot be taught as such. Rather, teaching is directed toward the concepts. Concepts can, however, be learned. (Example: alcohol is harmful to the body in many ways. It affects judgment, speech, balance, vision and coordination). At every level of instruction the distinctive and basic ideas that typify the given field should determine what is to be taught. The active participation and involvement of students are a requirement in the concept development process. The concepts thus formed may be concrete, abstract, or generalized. As the learning process advances, a student hopefully would arrive at essentially the same concept as formulated by the instructor. But he does so through his own understanding, not by the rote memorization of a concept set forth by others.

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[*] Health Education: A Conceptual Approach to Curriculum Design, School Health Study. 3M Education Press, 1967.

In effect, the decisions that individuals make and the actions they take are determined largely by their concepts. The efficacy of learning is the extent to which behavior is affected. In a learning situation, the individual gives some organized meaning to sensual perceptions and cognitive interpretations. The outcome is a concept, which then interacts with other concepts to mediate and direct behavior. It should be made clear that the concepts which evolve include at least two kinds of experiences: cognitive (knowledge, intellectual abilities and skills) and affective (values, emotional sets, attitudes and appreciations).

To the extent that concepts are internalized, they can be viewed as the end results of instruction. As such, concepts are fundamental to the selection of subject matter, expected behavioral objectives, learning opportunities and evaluation procedures.

B. Student directed approach - This approach allows the students' interest, needs and abilities to dictate the curriculum content. Some of the better methods for revealing student interest follows.

1. Grades K-2 - Observations of perceptive teachers as children engage in free, unstructured play and work activities. Of these activities, most helpful would be health-related events which arose incidentally (life-situation), dramatizations, the many health-related questions and such brief discussions as children are interested in pursuing about health events in and out of school.

2. Elementary school students, though willing to make choices, may not have the competency to accurately select the most important concerns. Some guidance may have to take place to assure the students of having the proper background knowledge to select accurately. The student may be able to express the concerns and then have these concerns placed in proper perspective by teachers, principals or other educators. This brings about the question as to whether elementary age pupils should be asked to make decisions that will be the basis for

the development of course content in health education. Groups of elementary boys and girls in one locale may be very capable of making such decisions while those in other areas will be quite incapable. It is the general opinion of this writer that elementary curriculum materials should be developed in the traditional manner with the possibility of feedback from students as a means to influence priorities and decisions.*

3. Grades 3-12. Ruth Byler, in Teach Us What We Want to Know, indicates that large and small group discussions, free and anonymous writing, and observations of perceptive teachers are the best methods for teachers to use in allowing students to provide curriculum content in health education.**

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*Jack S. Short, "Student Concerns: A Basis for Health Education Curriculum Development," (unpublished research, Georgia Department of Education, December 1969).

**Ruth V. Byler, Teach Us What We Want to Know (New York: Mental Health Materials Center).